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ABSTRACT

This report describes a joint effort by the California Community Colleges and the University of California at Los Angeles in producing a conference entitled, "In-Service Education in the Public Service." The purposes of the conference were to encourage counselors to: (1) further their knowledge about public service career opportunities, (2) create and develop public career oriented programs, and (3) recommend new approaches on the part of public service organizations to attract talented youth. Papers presented in the report deal with the central themes of: (1) an overview of public service, (2) federal public service, (3) state and local public service, and (4) youth involvement in public service. (AL)

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IN-SERVICE EDUCATION
in the
PUBLIC SERVICE

A conference sponsored by
The Chancellor's Office of the California Community Colleges
and
the Office of Educational Career Services
of the University of California Los Angeles

JC 720 122

August 22-27, 1971

Conducted under a grant from the United States Office of Education
under the Education Professions Development Act

UNIVERSITY OF CALIF.
LOS ANGELES

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CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION

Published by the College Federal Council of Southern California Edited by Edmund Hallberg, Mary E. DeNure and Wm. G. Thomas

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FOREWORD

A significant outcome of the March 1970 conference at Chico State College on "Education for the Public Services" was a recommendation for more visibility of public service education. Programs should also be developed to include secondary school and college counselors. Some 250,000 college students are volunteering for public service agencies throughout the country. The need to update counselors in the design of community involvement programs is crucial. It was with these concerns in mind that the California Community Colleges cooperated with the University of California at Los Angeles to offer this week-in-depth workshop: "In-Service Education in the Public Service." The purposes of the workshop were to encourage counselors to (1) further their knowledge about public service career opportunities, (2) create and develop public service career-oriented programs, and (3) recommend new approaches on the part of public service organizations to attract talented youth. This project, funded under the Education Professions Development Act, can serve as a model for additional in-service training programs for counselors.

Sidney Brossman, Chancellor
California Community Colleges

Funds from the Education Professions Development Act, Part F, Section 553, are to strengthen and increase the effectiveness of vocational education personnel. This in-service training workshop met several state objectives: Effectiveness of teaching and counseling disadvantaged and handicapped students was increased, occupational competencies of counselors were updated, non-vocational counselors were oriented to vocational education, career ladders, and paraprofessional jobs in public service careers, and there was much exchange of information between public service agencies and school personnel. There would be much to gain for both students and school personnel if this model training program could be repeated on a regional basis to extend this opportunity to all school districts.

Leland Baldwin, Assistant Chancellor
Occupational Education
California Community Colleges

INTRODUCTION

In recent years, the rapidity of technological and social change has left us breathless. Change seems to be the rule instead of the exception. In the world of work, new occupations spring up suddenly, become specialties, and divide over and over again into sub-specialties. This is particularly true of the public service, where new fields of employment have burgeoned in the last decade. Amid the swirl of changing public service organizations, the community college and secondary school counselors find themselves struggling for current information about program opportunities so they may properly advise students.

With these problems in mind the University of California Los Angeles, with the support of the Office of the Chancellor, California Community Colleges, was granted funds under the Education Professions Development Act to initiate a conference entitled "In-Service Education in the Public Service."

The purpose of the conference was twofold: first, to inform participants of the latest trends and shifts in public service opportunities; second, to discuss ways in which students could be introduced to public service through voluntary involvement.

Each of these facets seemed significant. The need for current information in a shifting economy with extensive specialization was important, but no more so than the need to attract qualified and dedicated youths into public service through voluntary work experience programs.

This two-fold purpose became the concern of a week-long conference at the University of California Los Angeles. Combining expert presentations with field trips and small group discussions helped to supply counselors with updated public service information as well as stimulating participants to think of creating voluntary public service programs for their students.

We, the coordinators, found the conference an exciting venture, one which not only enlightened us, but also led to new acquaintances and friendships. We wish to thank the participants, particularly those who presented papers. We extend special thanks to the College Federal Council of Southern California, particularly to Robert Sarvis, Chairman, for their support and production of this conference report. Additional thanks is given to the staff of the Office of Educational Career Services, University of California Los Angeles, and to Miss Mary Nixon, program administrator.

Dr. Edmund Hallberg
Professor of Education
California State College at Los Angeles

Mrs. Mary E. DeNure
Consultant in Public Service Occupations
California Community Colleges

Dr. William G. Thomas
Dean of Educational Career Services
University of California Los Angeles

AGENDA

Sunday evening, August 22

6:00-7:00	Registration and Social Hour
7:00-7:15	Welcome Dr. Norman Miller, Vice-Chancellor for Student and Campus Affairs, UCLA
7:15-9:00	The Public Service: An Overview Dr. Randy Hamilton, Executive Director of the Institute for Local Self-Government, Berkeley

Monday, August 23

9:00-10:30	Federal Public Service Opportunities Mr. Robert Sarvis, Chairman, College Federal Council for Southern California and Head of Administrative and Technical Support Department, Naval Electronics Laboratory Center, San Diego
10:30-11:00	Coffee Break
11:00-12:30	Trends, Issues, and Internships in Federal Services Dr. Ernest Engelbert, Professor of Political Science, UCLA
12:30-1:30	Luncheon
1:30-3:00	The State Public Service Scene Mr. Mark Lundin, Assistant Chief of Recruitment and Field Services Division, California Personnel Board

Tuesday, August 24

9:00-10:30	A Dialog with the Feds U.S. Civil Service Commission
Group A:	"Job Announcements: Are They Carrying the Message?" Leader: Mrs. Geannine Wolfe, The Chief of Federal Job Information Center, U.S. Civil Service Commission
Group B:	"People Who Need People" Leader: Miss Kathy O'Brien, Personnel Staffing Specialist, U.S. Civil Service Commission
Group C:	"Community College and Civil Service" Leaders: Mrs. Faye Munoz, Summer Faculty Consultant, U.S. Civil Service Commission, and Mr. Edmund LaBrado, Jr., Summer Graduate Student
10:30-11:00	Coffee Break
11:00-12:00	Session Continues
12:00-1:00	Lunch (open)
1:00-4:00	Tour of Defense Contract Administration Services (DCAS)

Agenda, cont.

Wednesday, August 25

9:00-10:30	Local Opportunities and Trends in the Public Service Mr. Jeb Brighouse, Professor of Political Science, Glendale College
10:30-11:00	Coffee Break
11:00-12:00	Current Trends in the City of Los Angeles Employment Picture Mr. Ellis Patterson, Police Selection Coordinator, City of Los Angeles
12:00-1:00	Lunch (open)
1:00-4:00	Tour of City of Los Angeles Police Academy Administrative Offices

Thursday, August 26

9:00-10:30	Youth Involvement in Community Service Mr. Dale Spickler, Director of Associated Students, California State College at Los Angeles
10:30-11:00	Coffee Break
11:00-12:30	How to Get Youth Involved
Moderator:	Dr. Edmund Hallberg
Panel:	Eddie Bankston and Tony Ruic, Assistant Directors of Educational Participation in Communities, California State College at Los Angeles
12:30-1:30	Lunch (open)
1:30-4:00	Tour of Community Involvement Centers

Friday, August 27

9:00-10:30	Conference Rap-Up Community College Counselors: Dr. John McCuen, President of Glendale College Dr. Jane Matson, Professor of Education, California State College at Los Angeles Secondary School Counselors: Miss Betty Riley, Counselor at C. K. McClathy High School, Sacramento City School District Miss Muriel Sheldon, Coordinator of Counseling and Psychiatry Services, Los Angeles City School District
10:30-11:00	Coffee Break
11:00-12:00	Closing Session Mrs. Mary DeNure, Specialist in Public Service Occupations, California Community Colleges

THE PUBLIC SERVICE: AN OVERVIEW

Dr. Randy Hamilton, Executive Director of the Institute for Local Self-Government, Berkeley

In keeping with starting backwards on Sunday, if I may, I'm going to try an experiment and start a keynote speech, not by giving a long speech and then asking for questions, but by reversing that process and saying, "Okay, shoot, what are your questions?" Then I'll go into a speech. Why did you come? Who gives a damn about Public Service? What does it mean in your institution? What about the kids – are they turned on to Public Service? What are you telling them about "preserving the environment?" What kinds of careers are you suggesting exist in those fields? What about social change? What do you do when you talk to them about the emerging roles of CAP agencies?

Does it shock you if I tell you that one out of five people who are gainfully employed in the United States of America is employed in government? If I tell you that in the state of California there are 311,000 federal employees, which is 11% of the total of 2.9 million federal employees? If I suggest to you that Public Service employment is, and has been for the last dozen years, the fastest growing sector of the American economy (the late lamented space industry included)? If I tell you that in a recent survey of some 350 jurisdictions in California cities, counties, special districts, and the state, very few of the personnel offices could do anything except give straight-line projections of currently employed people, even though we know there are new knowledges and new technologies growing so rapidly we can hardly record them? And yet our personnel officers can't think in those terms. They think only in terms of a report. Straight-line projections are all we have now. When we talk about environmental managements, they say, "Who he?"

May I have your questions?

Q. Don't you find that there are more qualified individuals who would like to work for the government than there are jobs in existence at the present time?
A. Yes, but I think this is a short-range valley. When one projects in economic terms, one generally projects over a relatively long period of time, say ten years. Most good economists have a cop-out by saying this is a long-term projection and we're not really worried about the humps in the valley. I think we're in the valley period now. At a meeting in Sacramento not long ago it was quite evident that a particular county supervisor was caught up in the doldrums of the valley and wasn't thinking about hiring very many people, including those for the Emergency Employment Act. I think this is short-range thinking. The reason I say that is fairly simple. In a survey which was recently completed for the state, for which my Institute had the logistical responsibilities, we found that these relatively staid personnel officers couldn't get around to the subject of how many APT people to employ in people-oriented jobs. The usual answer was, "According to 350 jurisdictions in this state the people-oriented functions will increase only 18%." Twenty-six percent is quite an increase over the current number of employees in the state of California.

Q. Are you looking more for humanities majors and social science majors than you are accountants?
A. I think yes. I think the role of local government particularly is changing very rapidly. I am aware of the fact, for example, that Mr. Carluchi has issued an administrative memorandum indicating CAP agencies and OEO activities will be turned over to local governments on the first of January 1973. Neither the CAP agencies nor local government, however, believes it. Even if they believed it, neither is ready for it. But I am sure that people-oriented functions are coming. The whole field of caring for each other in service terms is, in my opinion, going to burgeon quite rapidly.

Q. You are saying that five years from now there will be more job opportunities in government than there are presently – is that correct?
A. Correct.

Q. Will the precentage increase be greater than the population increase? If it isn't, how are the taxpayers going to be able to foot the bill for these additional services? Who will pay for these jobs?
A. I think the answer to the first question is yes, the percentage increase of state and local government employment has outstripped our population. They have more than doubled since 1948, whereas the Federal Government has remained relatively stable. Federal employment in 1948 was 3.1 million but dropped to 2.6 million around '53-'54. Then, however, many people were added to the postal service, thus improving our postal delivery system, and now the total is up to about 2.9 million. The comparable figure for state and local government, during the same period from 1948, is a little better than double, somewhere around 11 million FTE's, equivalent to full-time employees, now in state and local government, of whom 35% are in the education business.

Q. Do you see more professionalism moving into the CAP agency program?
A. I do indeed. And that will parallel the present structure of local government, which, incidentally, is about 40% in the APT categories. That was a little higher than we had thought.

Q. I come from a conservative county and I have served two years as a council member of our county EOC council, and the tolerance of our Board of Supervisors for anything other than an entrepreneurial thrust is about zero. How can one develop the creative kind of people that we need as against the realities of our country nationally? How can we encourage these young people to move into government?
A. Well, I think the ways in which you can encourage young people to move in are manifold. The League of California Cities recently issued a report called "Youth Involvement in Government – Local Government." It is a monograph of some 30 pages along with a checklist of what's going on. There is no reason in the world, for example, why a high school counselor who finds a group of students interested in local government employment and who would tend toward the recreational aspects of local government, couldn't ask their local city or county jurisdiction if a student could, as a class project, make an examination of that city's involvement with youth. We now find young people sitting on advisory committees and advisory boards and commissions all the way across planning commissions, recreation commissions, library commissions, park and recreation commissions, port commissions – all kinds

of advisory bodies. And indeed, there are young people sitting as advisory members of city councils. Obviously, they don't vote. But you know the young people better than I do and they are vocal. They might not vote with their hands but they vote with their verbs. I can foresee involving young people in community development projects by suggesting, for example, that a particular municipal function be turned over to young people.

One of the problems that cities are having in this state is the request for very tough ordinances on rock concerts. A couple of cities have experimented and said to students, "Okay, we'll turn this rock concert over to you, but you're on the spot, and looking down the gun barrel, so let's see what happens." Strangely enough, those turned out to be very salutary experiences. There were rock concerts, and I suppose through self-policing or whatever verbs you want to use, they turned out to be relatively calm affairs. Certainly they were more calm than other rock concerts in the state where cities and counties tried to "preserve the public peace."

I can see young people becoming involved in government by doing such things as making an analysis of the administrative codes or the charters of cities or serving with managers. I recommend that high school counselors invite city and county officials to serve as an advisory committee and ask them to recommend what is needed in terms of guidance and curricula for training in this area. Counselors should also invite city and county managers to come to career days in high schools and community colleges. At the university level, the International City Management Association has a college visitation program and the managers come to the university campuses. As far as I know, however, this rarely happens in the high school.

This type of thing is currently the thinking of the present U.S. Commissioner of Education, who, in my opinion, is about to revolutionize career education. A recent statement of Commissioner Marland's indicated there would be a drastic change in career education; it's not going to be what it has been. The Commissioner says that discussion of career clusters will begin at the first grade level. The U.S. Office of Education has identified fourteen major career clusters, and contracts have been awarded for the development of curricula guidelines in each. Commissioner Marland is of the opinion that students, by the time they reach grade nine, will begin to make tentative career choices within these clusters. Currently, there is about $4,000,000 for the development of contracts. Far West Laboratory, Berkeley, is busily engaged in developing career clusters, commencing with grade one, to begin to introduce children to the world of work. Commissioner Marland stated that we are going to get rid of the abomination known as general education. When students finish high school, they will be able to go on to college or into careers. We are not going to "track" them as we currently do.

Let we give you some idea of the dimensions, if you will, of employment in the state and local government. Bear in mind that in California there are about 800,000 Public Service employees. Even in this "depression year," state and local government employment increased 4.4% from October 1969 to October 1970 (October being the base month every year for these statistics). When discussing a 4½% growth on a base of 10,000,000, you are talking about one whale of a lot of jobs. It's not 4% of a base of 1,000,000; it's 4% of a base of 10,000,000. During the same period of time, however, Federal

employment increased not quite 3%. So you see we are still maintaining a very rapid increase, and we're way over double what the Federal government is doing.

The most significant increase seems to be in the field of general administration. What local and state governments seem to be looking for now is the administrative generalist: a person who has an understanding of the general field of government, the general field of public administration with some specialty but who can be used as a swing person. At the entry level APT position this person will be working with budgets one day and with personnel the next day, and, if you will, doing the gallonage in the motor pool the third day. Thus, they need some feel of the broad subject of public service, some feel of the broad subject of public administration, including an understanding of the relationship of cities and counties to the state and of the revenue sources of local government in this state, which is contrary, incidentally, to the national picture.

However, more important, perhaps, than the number of jobs is the amount of payroll there is for public service jobs. During this same period, from '69 to '70 October, the average pay of state and local government employees increased 9.8%. Public service at the state and local level, in my opinion, particularly in California, is no longer at the low end of the totem pole. The salaries compare very favorably with the salaries in private enterprise. That wasn't true, however, a few years ago. State and local governments' salaries were usually a little bit lower. State and local government employment today, and particularly Federal employment, where the GS level has increased some 30% in the last ten years, are now paying very well. The monthly payroll in the state of California happens to be $1.6 billion for state and local government employment. That's a lot of money. In addition there will be implementation of the Emergency Employment Act, which is supposed to provide some 10,000 jobs in state and local government employment in the state of California. The figure of $100,450,000, which is the allocation for California, equates out to about $10,000 per job. That's about what the average salary is at the present time. The average public employee at the city level – and this is the only statistic I know definitely – is somewhere around $6,900 a year – that was of January of this year when we made our wage survey – plus somewhere between 25 and 35% in fringe benefits. That's not a bad starting salary.

Also in California there is a high rate of public service employees per 1,000 population. There are only two or three places in the country which have a higher rate, Pennsylvania being the highest with somewhere around 600 per 10,000 population. California has about 550 state and local government employees per 10,000 population. And, as I said, our monthly payroll is running about $1.3 billion in these fields. I see no reason that the trends which I have described for you, in these rapid figures, would decrease. However, the problem is the fact that the educational institutions don't sense the excitement, the sheer excitement and fun of local government service. I have a lot of good friends working the in Federal service. They are nice guys and they shuffle papers around real fine, but they have nothing of the excitement of local government. There's nothing that will beat, for example, going past a playground and seeing some kids swinging on a swing that you placed there.

A man who works for HUD just never gets that kind of excitement. He just never sees what comes out of all these papers he plays with. But at the local government level,it's an exciting field. If you are concerned with the nation's major domestic problem, which I take to be the problem of the cities, where else can you get the excitement of participation; where else can you get the excitement of change; where else can you get the excitement of seeing somebody out there in a day care center or in an old folks home? There's the person, and you are on a one-to-one relationship and waltzing and dancing with one person. At the Federal level these things just don't happen. I guess that's why most of my Federal friends think I'm anti-Fed.

(Editor's note: This material is transcribed from tape. Because of microphone location, many of the questions were inadequately recorded. The fact of the occurrence of a question is indicated in every case, and questions and portions of questions not audible are marked accordingly.)

Q. I'd like to ask one question here in regard to this as a counselor. I get the feeling that we've already passed the point of submarginal return, putting more and more people in the government, less and less being done. At what point do you feel we might get the complete taxpayer revolt when this thing will bottom out just like aerospace? (Inaudible.) Everyone that goes into government pulls someone out of a revenue-making industry.

A. Well, two things. First of all I don't accept your allegation that we're doing less and less, obviously. Secondly, if this country is to survive, this country is going to have to learn how to deal with change in the various segments of our population. It's going to learn how to deal with youth; it's going to learn how to deal with the aged; it's going to learn how to deal with the disadvantaged. If a job training program – for example training a disadvantaged person for the world of work – is considered unproductive as you would define it, then you and I are pretty far apart in our thinking. I don't think that's unproductive work. I think that's productive. True, he isn't out there turning rivets on the Pontiac assembly line but he is, or will be, a productive person. Manpower training is rapidly becoming a local government function. For example, for the first time in the history of the League of California Cities, which is now getting into its 75th year, the League Board resolved that employment is a city problem – not a problem for the city but a problem for the city fathers. That's a pretty far step forward from where local government was just a couple of years ago. We now have at work in this state 22 manpower coordinators working in city halls or in the office of the mayor or the manager. That's 22 more than we had two years ago, and I daresay it's 22 less than we'll have a year from now. Manpower development has become a municipal function in this state. I don't consider these to be unproductive endeavors. I don't consider home care for the aged to be unproductive, although there is no Pontiac rolling off the line. I don't consider the entire field of paraprofessionals in new career activities to be unproductive. I don't think teacher aides are unproductive. I think they are out there teaching kids and that's pretty productive work. I see this as continuing. This country is going to be – in my opinion rightfully should be – more concerned with its social problems than it has been in the past. Had we been concerned with our social problems in the past and put more "unproductive" people to work, we wouldn't have the social problems we now have.

Q. (Inaudible.)
A. It is not generally realized that this nation has moved in to being a service society. It's the first nation in the world ever to achieve that status – good, bad, or indifferent. We have more people repairing television sets than we have manufacturing television sets. We have more people massaging automobiles than we have making automobiles. We are no longer a nation in which the major employment is in primary manufacturing and agriculture. There are more people, more families, living in Los Angeles County than there are families living on American farms. There are 3.2 million families on American farms and about 3.4 million families in this one county.

Using that frame of reference – that is, that we have moved to a service society – have you read "Future Shock"? We really have not imagined and, heaven knows, we haven't really begun to key up our educational institutions, but what will happen next will probably be some sort of redistribution of revenue. The reason, the primary reason – there are thousands of reasons – why state and local governments in this country today are suffering from lack of revenue is that in the past 25 years we have reversed the state and local government portion of the tax dollar. I am thinking now of the total tax dollar, the total source of revenue. In the United States around 1950, state and local governments collected two thirds of the total tax dollar, with the Federal government collecting one third. That ratio has completely reversed, just about. For ease of remembering, use two thirds, one third; although not quite accurate it's statistically close enough. At the present time the Federal government is collecting two thirds of the tax dollar, and state and local governments are collecting one third. However, we will have to devise a system of revenue sharing, and I care not whether it's Mr. Milzer's system, or Mr. Nixon's system, or Mr. Heller's system, or Mr. Freidman's system, or Mr. Johnson's system, or somebody else's system. As sure as we are here, if state and local government is to retain its vigor and indeed not become just an administrative handmaiden of the Federal government, we are going to have to figure out a way in which state and local government can tap onto the mainstream of revenue. And the mainstream of revenue happens to be Federal corporate and personal income tax. What system we devise to tap onto that only the future knows. But I feel fairly confident in saying that we will devise a system that will return back to state and local governments a greater percentage of that total tax dollar. One of the problems that are involved is that somehow or other our citizenry really doesn't understand the fact that this happens to be one country, and we hear our Congressmen say, "We're not going to give 'them' any of our money." Just as if we each had dual citizenship, as if it were an alien government in Washington which we were beseeching on bended knee for our share of "their" money. I think that we will reach the stage in the next three or four years maximum, probably sooner, at which we will understand that somehow or other this is a total governmental system, and that the people and the problems are at the local level. Somehow or other we are going to have to devise a system which gives the local level an opportunity to avail itself of those funds, regardless of party and regardless of predilection for particular proposals. We have no compunction in the state of California, for example, in taking 60% of the state budget in local government's subventions. We don't think that that's bad. That's the statistic –

60% of our state budget is subvented to local units of government. And we somehow or other are able to survive, and the guys who pay my salary, the mayors and the councilmen and the supervisors, seem to be able to live under the home rule concept of taking 60% of their total state revenue for local governments. Of course, a good share of that is in education. A greater share of the Federal revenue will undoubtedly come to the states and the cities, by whatever system. No question about it – it has to come – either that or we become a unitary government. Having had the experience of living under a unitary government for eight years, I don't think you folks want to do that, quite frankly.

Now, may I just give you some idea of where the action is in terms of the number of governmental employees, both in terms of function and in terms of which level of government I'm talking about. As I indicated, there are somewhere around 11,000,000 full-time state and local government employees. Actually the figure is 10.7, but let's think about 11. Of that total number of state and local government employees, the states altogether employ 27%. Obviously, the remainder is at the local level. That's broken down into about 12% for counties, about 22% for cities, an archaic Eastern form called townships carries about three percent; school districts employ, as I indicated, about 33% of the total; and special districts employ a little less than three percent. If those don't add up to that total figure, it is due to rounding off numbers, but it's pretty close. That's the picture. And they are distributed into these following major occupational groups. Here's where counselors like to make notes. These are the major occupational groups:

Education, as I indicated is the largest employer. This includes teaching, counseling, and of course administrative personnel. Hospitals employ, in rounded figures, about 10%. About seven percent are engaged in highway occupations; about five percent are engaged in police protection; about three percent in what we call general control, though I like to use the word administration broadly; about three percent in the welfare function; about two and one-half percent in finance administration; just a bit over two percent in fire protection; not quite two percent in public utilities; not quite two percent in natural resources; not quite two percent in corrections; about one and one-half percent in sanitation and sewage. Some way or other we are going to have to change that category, sanitation and sewage, to Natural Environment, and there I would see all kinds of new occupations emerging. About one and one-half percent, and this is a rather startling and I think regrettable figure, only about one and one-half percent of the state and local government employees by major categories or major functions are employed in health. Now taxpayers may be revolting – that's with a small "r" rather than a large "R" – they may be revolting, but I cannot see this country cutting back on health employees. I can certainly see a burgeoning field in health which of course will have to be expanded to youth activities and care of the aged.

This is not a "younging" country, this is an aging country. In 1954 the average age in the United States was somewhere around 23. Today the average age in the United States, for a variety of reasons not excluding gerontology, is 27 and it's going up despite the popular myth to the contrary. The average age in the United States is rising, not lowering, and will continue to rise, and that opens up entirely new fields for the aging. We have just, if I may

be permitted a parenthetical insertion, we have just finished a study called "Aging in California," and we were appalled to find a handful of county and city policies; lots of programs but appallingly few policies dealing with aged people. There will be a four-hour series of television programs on educational television stations in the fall, but don't ask me how the Institute for Local Self-Government gets around to producing TV shows. But it's an appalling thing. There are people in this state, well over 1.5 million, who are in a terrible condition, and we have not even begun to think about them. I could find but one out of the ninety-odd community colleges in the state of California that offers an A.A. degree by whatever name, Aging, Gerontology, etc.; only one could I find in 97 catalogues. Conversely, I can find well over 60 curricula at the A.A. degree level in this state in Cosmetology. Does that begin to give you some idea where these people are going to go to work?

Parks and Recreation, if I may continue, is about 1 1/2%; Water supply, about 1%; Sewage, not quite 1%; And all others, about 7%.

Those are the major categories. Unfortunately, I have to give the statistics in those terms because we have only one source, the U.S. Government's Division of U.S. Bureau of the Census.

Q. (Inaudible.)

A. We have spent a lot of time in this country in the last 25 years worrying about consolidation and we have lost sight of the original goal. The goal really isn't to eliminate the fragmented, disjointed units of local government which are weak and inefficient. The goal is to arrive at regional problem-solving mechanisms by whatever name they are called. I think we are moving rapidly in this state in two directions. I don't think we are going to abolish any counties, because we have a small provision in our Constitution which says you can't alter the boundaries of an existing unit of local government without a vote of the people in that district or unit of local government. I would rather not spend my time wiping out Alpine County, for example, I would rather spend my time figuring out how to provide regional solutions to those things which are clearly regional problems. In that way – in pursuing that goal – we are going in two directions:

(1) First is the rapid growth in this county of strong, operable councils of government; SKAG, ABAG, Sacramento Valley Planning Association, San Diego County Planning Organization, and so on. These councils, I think, will rapidly change from what they are now, which is voluntary membership, if not in this session of the legislature surely in the next, to where local governments must become members of those area-wide organizations dealing with regional problems. Now we are nowhere near where we are going to be, but we are beginning to think regionally, or be regionable, as they say. I think that's rapidly coming. We may see, for example, if the Knox bill AB1527 passes, a mandated regional government for the Bay area which will be another tier, a second tier if you will (some people spell that "tear") – a second tier of government with multipurposes but limited multipurposes; i.e., air pollution control, solid waste disposal on a regional basis, and transportation to begin with. These are problems which are clearly regional in nature and beyond the ability of fragmented jurisdictions.

(2) A second direction in which I think we are going is to provide some kind of regionalization of decision making and regional problem solving – and after all that's the name of the game. We have finally awakened to the fact that of the standard metropolitan statistical areas, 60% lie within the boundaries of one county. So one can say, rather than abolish counties we need to take another direction and make counties into units of urban government, something which they have not historically and traditionally been, and begin to give them urban functions on a county-wide basis. I think that will happen very much more rapidly than most of us believe.

Q. (Inaudible.)

A. One way to begin to attack the problem is from within your school districts, and more aptly so with the community college district than a secondary school district. Why not begin to call a meeting of the managers within the community college district? We tried this little experiment in the state about two years ago with the aid of a very small grant. We developed about eleven joint committees between community college districts and groups of city managers within that district. The result of that, which was a one-year experiment, is that now there are 26 Community Colleges in this state which – in my opinion and it's just my opinion – have a reputable and decent Associate of Arts degree program in Public Service. I think that's about double the number that existed before we started. We just opened some doors. In the process we opened some eyes. Then we suggested rewriting job descriptions, particularly entry level jobs, to recognize the A.A. degree. And that's had a very salutary effect in those places where it has worked because now the kids feel it's worthwhile. Young people were pretty smart, they were saying, "What's the purpose in getting an A.A. degree in Public Service when we pick up an announcement from the neighboring city and it says high school graduate or B.A. We could just as well have gone to work for that city when we were high school graduates. What are the Brownie points for the A.A. degree?" Thus, the counselor must work with the personnel department in the neighboring jurisdictions and say, "Hey, let me see fifty of your job announcements." And if you don't find recognition of the A.A. after the title colon, lean, brother, lean on them to make the change.

Q. (Inaudible.)

A. How many of you are aware of the recent signing of the Welfare Reform Act of the State of California? How many of you have read the Act? You'll find in that Act, Division 4, Section 12,000, $7,000,000 provided to the State Personnel Board to continue its Career Opportunities Program. That calls for the whole sociological bag of job restructuring, paraprofessional education, training programs, and anything that anyone could possibly wish for. We stole a lot of words from a lot of people, and wrote a page and a half which was successfully buried, I mean successfully included by the wisdom of the Legislature in the Welfare Reform Act. And counselors should be aware of the opportunities that are present for counseling and for career opportunities. The Career Opportunities Division of the Welfare Reform Act of 1971; the money is appropriated.

Q. (Inaudible.)
A. The whole field of entering into the Public Service is changing very rapidly. The impact of the Griggs decision, the impact of the Garda V. Gallagher decision, the impact of the PEPCO decision in the District of Columbia, is about to be felt on local governments in this state. Most of our tests, including the State Professional Entrance Examination, are unconstitutional in my opinion. I am not a lawyer, but agreed with the Supreme Court in the case of Grigg vs. Duke Power Company when they threw out the Wonderlich Test and the Betman Test. It just so happens that those were the two tests which were most prevalent in public employment in this state, including, I regret to say, the Municipal Management Assistants Examination in the League of California Cities. I believe that test will be thrown out because the defense of the United States Civil Service Commission, in that regard, was that we are looking for potential managers, people with ability to move with the system, and eventually move up into the higher ranks of the GS grades. I will guess that the U.S. Civil Service Commission loses at least in the District Court. I am convinced that this whole field of affirmative action in the removal of artificial barriers to public employment is changing so rapidly that even those of us who are interested in it cannot keep up with it. For example, on the 23rd of July we conducted a workshop in Berkeley in cooperation with the United States Civil Service Commission which had as its aim trying to prognosticate the effect of the aforementioned cases on Public Service employment. We promised the U.S. Civil Service Commission we'd put 80 bodies in the room: that was the break-even point. We had 203 registrants and darn close to 250 people as a lot of freebies came in and we didn't keep too good a track on them because we broke even. Thus, we collected well over 200 people from the state of California when in our wildest dreams we were thinking only of about 80. Thus, the city of Sacramento has adopted an affirmative action program, within the last ten days. The city of San Jose adopted an affirmative action program within the last 40 days and the county of Sacramento adopted an affirmative action program last Tuesday night.

Q. (Inaudible.)
A. Well, that's what makes local government so much fun. I evaluate it as a very tough nut, and here I am not for a minute neglecting the influence of public employee unionism. But if I have to guess, and again purely a layman's guess, I would guess that if not in this session of Congress then in the next session of Congress, Title 7 of the Civil Rights Act of 1964 will apply to public employment. Title 7 of the Civil Rights Act provides for Equal Opportunity Employment and Affirmative Action Programs on the part of private employers. It does not apply at the present time to public employment. There is a bill which has already passed the U.S. House of Representatives and is now before the United States Senate to make Title 7 applicable to public employment. If it doesn't pass the Senate this time, it'll pass it next time or the time after. So that's going to change the whole field so rapidly that local government will be distraught for "technical assistance."

This state, through the Career Opportunities Program and the State Personnel Board, employed 1400 people who would previously have been locked out of the system. Let me tell you how you lock folks out of the

system. You lock folks out of the system by an interesting variety of ways. Not on the oral examination, which is what you would think, but, believe it or not, you lock them out with stupid questions. For example, currently there exists this question in the police department examination for the city of San Francisco: "What is the best way to preserve footprints in the snow?" In my own home city of Oakland, up until two years ago, there were these three questions in a 100-question written examination: (1) Who were the participants in the Super Bowl? (2) Who won? and (3) What was the score? Those are actual questions. In the city of New York, for principal in that great city there existed this question, until the court ruled about a month ago that the entire test, as a matter of fact, for principals in that city was unconstitutional: "What ratio best describes the number of spaces on a typewriter between the time when the bell rings and the carriage stops? 4:6, 6:8, 8:10?" That's an actual question. That's how we keep people out. That kind of questioning is out, dead dog, finished. It may take us a couple of months or a couple of years to catch up, but that's through!

Let me give you an example, again from my experience in the city of Oakland. Working with the Civil Service Commission in Oakland, I made a presentation concerning the removal of artificial barriers. A Civil Service Commissioner leaned down from the dais – I'm always impressed with the fact that the public employee is down here and the governing body is on a dais – he looked down and he said, "Young man, I don't understand what you are talking about." And I said, "Well, very well, sir, at the present time, unless something has changed in the last ten minutes, in Room 101, City Hall, Oakland, California, across the hall, there hangs on the bulletin board an announcement, reading as follows: 'Animal Control Officer,' (that's Oakland jazz for dogcatcher), 'Qualifications: High School graduate or GED equivalent, continuing examination.' (That's Civil Service jazz for we got a perpetual shortage; please somebody come to work.)" I suggested to the Commission that what they should be looking for in a dogcatcher was something like this: The ability to tell time, and the ability to write a report. Something like this: "Picked up a collie on the corner of 14th and Market at 3:45 p.m. and delivered him to the poundmaster at 4:12 p.m." The ability to drive a half-ton pickup truck; a knowledge of the streets of the city; some physical agility, which is not measured by the fireman's ladder test, which was what they were using, and maybe, just maybe, a kind of liking for animals. You know, you don't have to be a great dog fancier, but maybe kind of a liking for animals. Maybe the ability to empathize with mad citizens. Because if a dogcatcher picks up my wife's sister's little cat and my wife calls me, somebody is going to have to scream and holler back at me because I'm coming at him screaming and hollering. So maybe just the ability to empathize with citizens by saying, "Here's the rules and these are the regulations and this is how you get Jill's cat back," and so on; and a few other things, not a bloody one of which has anything to do with being a high school graduate.

At the time that announcement was hanging in the Oakland City Hall there was an unemployment rate of 19% in west Oakland among young black people in the ages 17 to 21. However, the Civil Service Commission of Oakland has now rewritten their examinations. I won't say their dogcatching

is any better than it was but they don't have any more continuing examinations, and they now have a register of 40. Nobody can say that the dog-catching function is being done any worse or any better. It's just being done kind of like the way it always was, except that the announcement is realistically related to the job.

That's something counselors can do. Counselors can go into the city halls and the county courthouses and begin to examine the job descriptions and sit down with the personnel officer and say, "Now wait a minute, what does this guy really do? Let's write a job description in terms of the work you expect him to perform and the amount of money he is going to receive and the buck that the taxpayer's going to give him, and the bang that the taxpayer expects to get for his buck." And that's a job for counselors. You can be tremendous change agents in terms of opening up Public Service employment for the young people. Because they are pretty smart and they aren't going to be bamboozled by that colon. They are not going to go for the A.A. degree unless that colon has something after it that it doesn't have now.

We had an interesting experiment in the paraprofessional field. We asked the supervisors of paraprofessionals in five programs in California, "What does the paraprofessional do?" And we got back words like "assists," "helps," "aids in the," "works with the," "aids in the preparation of." Then we asked the paraprofessionals, "What do you do?" And they came back and told us what they do. "We come in in the morning; we turn on the Xerox machine; we pick up from desk A and we take to desk B to file; we open the drawer and we file the plan; we go down to the building department to find out what building permits have been issued; we carry that report to the planning department where they take the Zip-A-Tone and do such and such with it." Frightfully interesting results. The paraprofessional, the entry-level person, described a job; the supervisor never described the job, just kept talking about "assists in the, aids in the, works with the." A job that counselors can do is to begin to find out how the job descriptions are written for the entry-level job and open up the whole field. Because of all the new changes, I think you will now find a much greater receptivity on the part of the personnel offices.

Q. If we are going to bring these people in as dog catchers, is it understood that this will be terminal for them and that there will be another recruitment at a higher level for supervision? Or are you going to get enough individuals who will be capable of dealing with this type of lifting-up movement?
A. I think you will. One of the problems of public employment is when we talk about entry-level work, the picture we have in the back of our heads is that this guy is eventually going to become the director of planning. Well, that isn't the way the real world works. In real world the director of planning is one who was an assistant director of planning in another town. Let's stop recruiting for that ultimate job; but let's recruit for career ladders at the intermediate level. I daresay that of the twenty-some dogcatchers in Oakland, one has the smarts to be a poundmaster, which is about the end of the line in that series.

In State Service, for example, until the time that we began to develop the State Career Opportunities Program, we had requirements something like these two examples: the Food Service Series and the Laundry Worker Series.

The entry-level job at the Laundry Worker Series said: Minimum qualifications, one year's experience in a commercial laundry. That means a guy can work in a no tickee, no shirtee joint, and then he's eligible for state employment. The first thing he does is he goes to a state hospital and they say, fine, now iron 4000 sheets. Obviously, one year's experience in a commercial laundry, per se, didn't have a damn thing to do with the job.

Similarly, in the Food Service Series: Six months' experience in a commercial restaurant. So a guy who worked in a MacDonald's hamburger joint for six months is eligible to enter the Food Service Series in the State Service. He's been dishing out hamburgers, and milk shakes, and french fries, and whatever else they serve, and he gets into a state institution. The first thing that the chef does is say, "Okay, there's a 60 gallon vat, make mashed potatoes." Now, if you'll examine what a Food Service Series worker does in a state institution, you might just simply say, well, look, six months' experience in a commercial restaurant isn't quite going to hack it. Let's have some experience in dealing with these huge vats that make 60 gallons of mashed potatoes.

Q. (Inaudible.)

A. For the first time in the history of the United States of America there is now one document which contains the short- and long-term projections of public service manpower in the state of California for state employment, county employment, municipal employment, and special district employment. No such document was ever put together, to our knowledge, in the country – A Study of APT Manpower, published by the California Council on Intergovernmental Relations. And let me give you some of the findings. Generally speaking, there is a current APT shortage – administrative, professional, and technical – and it will get worse over the next five years. Despite my earlier comment that our salaries are fairly comparable, we are going to have to raise salaries in the fields of medicine, health sciences, law, data processing, and fiscal administration if we are to attract people. We have found that while training in the state of California is probably superior to that of any other state in the nation, the pattern of advancement is a rather sharpening tunnel or funnel, and we really haven't learned how to create career ladders.

Some of the fields in which we will have increased needs are: pollution control; community development; urban planning and housing; communications techniques; health services; and of course education in its many dimensions; race and minority relations, a whole brand new field; human resources development; and public safety. Pollution control, community development, urban planning and housing, communications techniques, health services, the many aspects of education, race and minority relations, human resources development, and public safety seem to be the largest growing functional areas. I might point out that in 1965 there were fewer than a dozen Human Relations Commissions established at state, city, and county levels in this state. At the present time there are 43 on-going human relations councils. Now I know only one thing about that statistic. That is, there are either 43 too many, or 43 too little. I rather suspect 43 too little. We will see in the next two or three years a doubling of the number of publicly supported human relations commissions' functions. And simultaneous with the evolvement and establishment of human relations commissions, the development of

full-time people trained and skilled in those arts and mysteries. The responsibilities for being the Executive Director of Human Relations Commissions once rested with the city or county manager. Now we are finding quite a different system. Now we are finding that there is in fact a full-time staff person acting as the Executive Director, or the Secretary, or whatever. Quite a radical change that not only quadrupled the number of such commissions, but also quadrupled the number of employment opportunities for full-time staff people skilled in that function; and I daresay it is now a function of county and city government in the state of California.

We found that, for example, if I may read to you: "In general, APT employment requirements in 1972 and 1975 reflect the increasingly complex and problematic urban human condition in today's society. The need for APT positions concerned with the solution of people problems is the largest single categorical block of needs. Projections reveal that employees in the Public Service sector who were trained in the fields of health, mental health, social welfare, criminal justice, and human relations are and will be in the highest demand in all jurisdictions." And we pointed out that this projection is viewed to be in direct correlation with the specific conditions of our urban society in the nation's most urbanized state. I gave you the statistic before that people functions will increase, according to our projection, 28%; whereas, APT functions in the so-called hardware functions, or non-people, will increase by 18%. But notice that both will increase over a five year period, and that both will increase substantially.

We are developing in the field of criminal justice a whole new category of people. At the present time most police departments in this state, of jurisdictions of 35,000 and above, have at least one police-community officer. Many have police-community relations divisions, and more importantly, of the second generation, and in the reconsideration of the rapid changes in our society, we are beginning to rapidly train the entire police force in the arts of police-community relations. That is typified I think by the POST, Peace Officers Standards in Training commission curricula, which has quadrupled the number of hours in their standard curriculum in community relations. It used to be somewhere around 15; it is now around 50 of a curriculum which contains about 350 hours of instruction. That's quite a rapid change. That's all come about in five years, so that's a very widely emerging field.

The whole aspect of recruitment is something that counselors can work with. If you are really concerned, and maybe this is a suggestion you can make to personnel officers, with getting to kids, how about getting them where they are, where they come from? Why do not counselors suggest to employing agents at the county and city levels that their job announcements be put into verbal form and put on the rock radio stations. That's where the kids are at, they are walking around with these things in their ears. At my house that damn station is on 27 hours a day. Those stations are required to carry those announcements by law. Won't cost a thing, all it costs is a typewritten memo saying to whatever the hard rock station is in your community, "Look, we're looking for people. Come on down and get the application and see if you can go to work for us."

You can also begin to put your job announcements in the underground press. If you think kids are reading the New York Times, you're crazy.

They're reading the underground press. And why shouldn't Public Service Job announcements be in the underground press if you're interested in the kids? You know, if you're not interested in the kids, forget it. But if you're interested in the kids, that's where they're at; that's what they're reading. They're not going down to the post office or city hall and looking for bulletin boards. Now why can't counselors begin to suggest that to personnel officers? You know where the kids are at; you work with them all the time.

Q. (Inaudible.)
A. You asked why we don't have a lot of new jobs opening up. If you bear back to those first statistics I gave you and just apply the attrition rate, you'll see there's one hell of a lot of people to be hired just to take care of the attrition rate; and most counties and cities in this state really haven't cut back. The general policy is to hold the line; that is, let's not hire any people so that at the end of the year where we had a hundred coming in we have more than a hundred coming out. At the city level there is an 8% attrition rate, at the county level there is a 14% attrition rate, and, generally speaking, in state and local government an 11% attrition rate. So out of every hundred jobs in this state, even though our city councils are worried about the revolting taxpayer, they are hiring eleven new people to remain stable. So if they cut back five percent and follow the President's dicta, you are still going to hire six people just to maintain what you now have.

Q. How many of these people could potentially be women?
A. That depends on the women. For almost any job in the Public Service – except those requiring some lift ability where you can prove job relationship to physical strength, or maybe towel holder in the boys' section of the Municipal Plunge – I would think that sex is not a barrier. We're rapidly opening that up. What we are finding within the Service is that while we can come up with interesting statistics about the number of female employees, we have not created job ladders for Tillie the Toiler. So Tillie comes in as a secretary, and 12 years later she's still a secretary. And the work that has to be done, of course, is to create upward mobility and job and career passageways for Tillie.

Q. These jobs that are open – most of them still require what is called the Civil Service Test and there is rarely a way to prepare a high school student for this kind of test. Is it possible for us to get copies of this test so that we can at least tell them what a run-around they are going to get?
A. The answer to your question comes in two dimensions. The first answer is Yes, it is possible to get questions that are similar to the test, but not the document itself. The average personnel department has a file drawer of 3 X 5 cards and you can compile a whole composite of that. You can also obviously invite the personnel officer in and ask him to describe the process. And you might ask him to bring a test with him and just sit right down in the classroom and do it.

We had an interesting experiment in Berkeley. Lots of people, as you know much better than I do, get sweaty palms when you give them a pencil and piece of paper. You know, they're just not good at taking tests. Now in Berkeley we found a receptive city, believe it or not, to the employment of minority people in the fire department. That's a rough one to crack

for the obvious reason that you got food and lodging problems. I don't want to get into the whole sociology bag but that's a tough one to crack. And what we did was violate the law by keeping a record of those who seemed to be minorities or who had Spanish surnames, and asked them to come in for a dry run before the Civil Service Examination. Our Civil Service Officer stood up in a room like this and said, "Now this is the test. This is a stop watch. This is my thumb. I will press the stop watch and it will go around for four minutes during which time you must answer the first 20 questions. Let's try it. I am now pressing my thumb on the stop watch." He just familiarized the applicants with the process itself on what the military calls a dry run basis. I believe most personnel officers would be delighted to come in to your classes and just go through that dry run process, without violating the confidentiality of the test and if they complain too much about it, point out that there are cram schools in both Los Angeles and San Francisco which somehow or other will cram you for Civil Service tests for one hundred bucks. So let's start doing it in schools for free. And that's your job. And that's the nature of my vision of the way Public Service is changing. Thank you.

FEDERAL PUBLIC SERVICE OPPORTUNITIES

Mr. Robert Sarvis, Chairman, College Federal Council of Southern California, and Head of Administrative and Technical Support Department, Naval Electronics Laboratory Center, San Diego

I'm a very informal speaker. I usually talk off the cuff for I detest written speeches and canned notes. However, in my capacity as a servant to the employment people and government careerists there are a few things written down here that I have to get out of the way because I promised I would do it.

I will give you the facts and statistics about careers in the public service as they exist at this time. It is a good or bad field, depending on whether or not you like it. I am sure that you counselors, better than most, understand the feelings of young people on the campus today and the attitudes and condition of government at all levels throughout the country. This past week I have traveled up the California coast to San Francisco, and I find the words Revolt and Revolution printed on buildings, hanging on signs, and spread pretty well across the public's view. I have chosen to hit these two words because they are very dear to my heart.

As far as careers in public service are concerned, at all levels there are an unlimited number of them. There is a competent-people need in all fields of endeavor – in science, education, urban development, defense, welfare, commerce, conservation. As far as opportunities are concerned, they are unlimited. Most people do not realize that in the strata of U.S. government the people who make policy are in an aging group. The people in high levels of government, both national and civic – people of responsibility who are making the policy and calling the shots – are in the 50 to 60 age group. In the next 10 years this work force will disappear completely from the scene. These people, of course, could be made to disappear quicker if some of the younger people with the ambition and desires they voice in their meetings and "rap" sessions could be called forth to become challengers or chargers to some worthwhile cause.

As far as opportunities are concerned, all public service is a very large, complex organization (or "Establishment," if you care to refer to it that way), and it allows you total flexibility unless you are immobilized and cannot leave your area or your community. You have mobilization all over the world, the state, the county – whatever you choose to make "your bag," as my young friends say. There is always room at the top if you have the courage of your convictions and will take on "The Establishment" and really try to sell your ideas for change. There is a broad scope of interesting work that government at all levels has to offer. I would say that in no two government offices, even in the same organization, do you find identical procedures or policies being carried out. They may look or sound the same, but they are always different.

There are new and exciting programs continually opening up in government because of the very nature of the business – the changing climate in the universities, the changing attitude on the part of young people, the geopolitical situation – all the things that are complex and impact on our day-to-day living.

As far as salaries are concerned, this is not the ideal time to be selling government as a career, in view of President Nixon's latest action. He kind of shot my speech down, and I'm having trouble convincing myself that I can stand here and sell government as a career when everything is frozen. The steel industry got a raise, but the government workers were frozen, at least for 90 days. There are certain if's and and's as to how this is to be carried out; nevertheless, it is a freeze movement and carries all the impacts of a freeze. Salaries, however, up until now, were not only very comparable to private enterprise at most levels of government, but many periodicals and journals have taken up the issue that the government is now overpaying its people at all levels; that it has now not only caught up with, but has surpassed most industrial salaries. Whether this is fact or fiction depends on which editorial you read.

The in-hiring rates have been raised for certain professional categories; these are reviewed and changes are frequently made, depending on the market and the availability of talent. At the moment, as you know, the consumer finds himself in a buyer's market for scientists and engineers. This is one of the areas I want to touch on briefly later as I talk to you about your challenge as I see it. Is the student who is coming in here every day and plugging away getting an education? Is he studying, earning credits, and getting grades? Is he really preparing a saleable product, namely, himself? He may be studying himself into oblivion. This may sound radical, but it remains a fact. Although there are thousands of engineers walking the streets today without work, some of them are no more than highly qualified technicians. In most of the government systems these employees cannot qualify or pass the basic engineering examination requirements or even noncompetitive requirements for working for the government at salaries comparable to those they now enjoy.

There are many fringe benefits which all levels of government have to offer. For example, moving expenses are paid for key people who, when hired, can be transported with their families and all their personal effects. Annual leave or vacation time in the government is as good as or better than most employers have to offer. For 3 years of federal service you get 13 days' vacation a year, for 3 to 15 years you get 20 weekdays a year, and for over 15 years you get 26 weekdays. These are, of course, calendar workdays, not including holidays and weekends. If you do not get to use them the year you accrue them, they are carried over into the next year, not to exceed 30 days. There are paid holidays, 12 days' sick leave a year, unlimited health benefits of all kinds, and group insurance which is as good as or better than anything industry has to offer. There is also injury compensation if you are hurt on the job and an excellent retirement plan if you live long enough to enjoy it. There are survivorship annuities for those you leave behind, death benefits based on age, service, and disability. Another fringe benefit is attendance at conferences such as these – all levels, all types. If you have the urge to go forth and participate and if you have something to contribute, you are usually blessed by management, and if you do not become too radical, you can go forth at government expense and sound off. You get publication credit and publication authority to publish, and you have the freedom to publish, teach, or lecture outside of your normal duty hours. This is important to many people because they can work an 8-hour day in a given job and

then go out and teach at night. There are hundreds of people holding government jobs who teach on the campuses as regular members of the faculty in most of the colleges and universities throughout California. There are training programs of all types within all levels of government, including fellowships, rotational assignments, special projects, and individual counseling. Many of the government employees who are teaching on the side use their government work as their thesis for obtaining their doctorate. It's been happening for years, but very few people know it. Once you have accepted government employment, if you obtain the proper counseling, your horizons are unlimited.

Training is paid for by the government if the work the professional pursues is related to the actual work he is carrying out. There are excellent opportunities at all times in the universities, the city, the county, and the state. I find that one of the main reasons nobody goes into them is that usually they don't apply. There are long-term, 120-day university training programs or fellowships available outside the government under the President's Training Law. Examples of these are Princeton's Educational Program for Federal Officials when they reach mid-career and the Alfred P. Sloane Programs running at the Massachusetts Institute of Technology. Stanford has special government programs subsidized by the government. The National War College, the Industrial College of the Armed Forces, the Naval War College, the Defense Systems Analysis Educational Program in the Navy's Postgraduate School at Monterey all have continuing year-round programs in graduate work, including the Master's and Doctoral levels and special project educational levels for selected people. Long-term training is available to mid level or middle manager type employees, including career educational awards programs and systems analysis, which is becoming a very critical area in government today. The government also offers a fellowship in congressional operations which is geared primarily for people in government who feel strongly enough to talk or dispute, or actually contradict and challenge congressional operations of the Congress. This is special schooling for those people educated enough and challenging enough to stand up and criticize constructively.

Many short programs and series of related courses are available throughout the Civil Service Commission's Federal Executive Institute. Executive seminar centers and nationwide training centers are available. One of the best such centers in the country is located in San Francisco right off the Berkeley campus.

As to the benefits, outstanding performance is rewarded financially. Furthermore, cash awards are made for accepted suggestions, inventions or outstanding job performance of many types.

There is "equal opportunity" for all, regardless of sex, religion, origin, race, color, or creed. Now, I would like to say that I think in the personnel practices and hiring procedures of not only companies but government offices as well, there are two schools of thought: the group that says "This is the merit system," and the group which handles personnel affairs – hiring and recruiting – whose actions show that they are closing their eyes to the fact that there is a real-world problem to be faced for the next few years in the matter of the equitable and proper integration of our work force. Equality is a fine word, but I have to see a lot more of it in action before I am personally convinced that it is operating. More on this later.

Everybody likes to go away from a conference with a few statistics, so I'll give you some facts about salaries. For example, management intern salary range is $6,938 to $10,470 a year, depending on starting grade. This is not bad money for someone coming out of school and for the first time entering into the field of employment. After a certain length of time in one grade there are automatic salary increases for those who do not obtain recognition for promotion sooner. Some people get "within grade" increases of $75, $100, $125 a year; sort of a token thing to keep their incentive up and keep them moving. If they have anything on the ball at all, of course, they get promoted grade-wise.

The Federal Civil Service and most of the rest of government offer careers in numerous fields. Let me mention some. There are positions to be filled in all levels of administration, bank savings and loan examining, budgeting, and contracting and procurement.

Other fields are: data processing – a wide open new field that people know little about – economics, the food and drug business, investigation and intelligence, special agencies, personnel management, revenue, social security, supply, accounting, history, labor management, law, medicine, psychology, park management, public relations, printing, social sciences, transportation, urban planning, technical services, writing, illustrating, public information of all types. The high entry levels in the government are in the fields of engineering, physical sciences, mathematics, patent examining, biology, and other sciences.

Primary occupations in government are engineering, architecture, physical sciences, mathematics, and patent examining. These fields are shown to be important by being given higher in-grade salaries and entrance rates than other fields. In the physical sciences a GS-5 enters at $8,324 a year, a 7 starts at $10,298, and a 9 starts at $11,517. Starting grades and salaries for engineers are: 5s, $8,555; 7s, $10,584; 9s, $11,517. So much for facts and statistics and opportunities in the federal service. I have done my thing and have tried to convey to you the message of unlimited scope and opportunity for anyone willing to accept the challenge.

Now I would like to talk briefly about the two words on the board. First, let us consider the word revolt. Certain people automatically think of certain things when they confront this word. There is nothing wrong with a revolution. We've had several, one in the 1700's, when we as a people decided we didn't like what was happening and decided to do something about it. We got uptight enough to act with violence and guns, and people got killed. We had another revolution called the Industrial Revolution. Conditions had become so static and so stale that something had to change or our country would have become stagnant.

And now I come to the real message that I wanted to give to you people. Today the government has decreed that across the United States the work force of every government activity will be integrated to be equitable throughout the geographical area in which it is situated. Now that is one of the finest goals that you have ever heard until you try to carry it out. Then you go out and you find yourself faced with a potential work force which has never been adequately trained or educated. They have a long history

behind them – ethnic, cultural, and geographical – that does not lend itself to solving this problem. On the basis of experience during the past year as part of the Navy's lead Laboratory to carry out a work force integration program in the San Diego area commensurate with the Mexican-American and black population, I find that it is not nearly as simple as one would have you believe. I get a lot of lip service from the people I talk to, such as, "Man, we've got these programs in our schools. We have people who are just dying to go to work. They are studying hard and they are qualified. We have all these underprivileged people now in the educational system. We can load you with anything you want." However, suddenly I find that with a target goal of 25 people to be integrated across a total spectrum of the types of fields I have read to you, there isn't really this unlimited supply at all of these underprivileged persons who want to go to work and are prepared to come into a cooperative program in which we will subsidize their education. Then I begin to look at the sources, and I find that we have had from a department head of a given part of the campus and/or a placement official and/or a counselor a lot of lip service that cannot be backed up when it is time to produce. Now, this is not my problem. This is a problem for the campus. I don't know what the hangup is. I don't know where the commitments let down. All I know is I am not integrating my work force in the time scale that has been given to me. I know that nobody in government that I am associated with is doing it any faster than I am.

Now I have a few really hopped up, charged up youths in the college system in Southern California who are leaders in their fields, leaders on the subject of revolt and revolution. So we decided if you can't go that other route, we'll try these. So we brought in a few. The comments I got from the first Mexican-American I employed, a very brilliant young man who is well on his way to becoming a lawyer, were very interesting. He said, "The thing you fail to convince me of is that I as an individual with my ideals and hopes for my people can in fact become an instrument for change in the government organization. This is a subject that no one ever wants to discuss." Radical maybe? In revolt maybe? But I would like to take the word revolt and say that this type of individual should be counseled because he has a lot to offer. Let him Really Embark Voluntarily (to help solve the problem) Or Limit Talk, and you will find that the first letter of each key word of that sentence spells REVOLT. This is one way to translate revolt into action – if youth can sound off and if they feel the strength of their commitments to change.

Let's take the 18-year age limit for voting. We have passed the laws now, and a lot of young people have rushed in and registered and are now eligible to vote. If you will look around you and go beyond your selected field into what's happening in the real world, you will see that very few – private citizens, politicians, government workers, or any one else – are making any effort to determine what that means to our country, what it's going to mean to "the party" or what it's going to mean to them as individuals. We know something is going to happen. But no one is very much concerned at the moment what it will be. They will be only when it starts to become a reality. I am trying to bring into focus the fact that there are many people

upset and uptight about the way things are who are willing to advocate change, but who are not willing to make the personal commitment to come into the system and be a real part of change.

On the subject of revolution: Let these individuals with these ideas of what's wrong with the government, what's wrong with the Congress, or what's wrong with Viet Nam Really Embark Voluntarily Or Legally in Unceasingly Trying and Innovating Original New (Ideas). And that takes care of the key words in "revolution" right up to the last letter "I," which I have added.

We have read for years about the Mafia and the different organized vices which control everything that happens, only because they have dedicated people who have the courage of their convictions. They go out, take whatever raps they get, and force changes. Sometimes somebody goes to the penitentiary. But, nevertheless, they get what they want. A lot of talent is going to waste due to lack of proper guidance and counseling. Changes are inevitable and a person who feels strongly enough and is educated well enough can literally become part of it. He or she can make it happen.

As you go through the government's structures today, you find a rapidly aging management work force at the top and a group of middle-aged workers coming up under. But there is no young talent at the bottom charging for the top. There's nobody challenging the middle-aged for the top. In industry, yes. You buy off your best talent because they are going to be a vice-president. Government has millions of vice-presidents at all levels – county, state, city. It is easy to "gripe" about the administration. It's much more difficult to change it. Government as an employer has many bad images. The Department of Defense, in particular, has the worst image. This is unfortunate because the government not only wages war, but also it carries out many programs due to specter of war in the geopolitical situations hanging constantly over it. This is rarely brought up for discussion, being a delicate subject nobody wants to talk about. However, there are government laboratories engaging in civilian programs of vital importance to our survival. The hospitals are being automated. Nobody notes or mentions that a Department of Defense installation, for example, has developed the tiny microscopic instrument which is lowered through the aorta into the heart to find out what organic heart trouble exists in a patient, or the fact that it has come through with the first breakthrough in ophthalmology in the last 35 years. It's easier to talk about the horrors of Viet Nam. There is a real world of scientific advancement going on at all levels of government and at all levels of activity that youth can serve. They can serve themselves and their country far better and in a far more interesting way than by merely bitching about current geopolitical situations they can't or will not help change.

I find that in most of our activities we become very busy, very clouded with our own specialty – in your case counseling, personnel administration, employment, or whatever you may be in. The placement officer is inclined to become so involved in his day-to-day problems of placement or student problems that he doesn't bother to keep in touch with the other sides of the real world. Because I, too, tend to get absorbed in my limited area of responsibility, I have a habit of piling all my publications and

literature in a desk drawer. Once a month I lock the door of my office and get that drawer and empty it out and read everything that is of interest above and beyond my field and then route it throughout my management staff. Then I hold a short query on it at the end of the month to see if my staff really read it. I do this because it is very convenient not to read. It is far easier to do only the things we like to do.

I wish to leave with you two challenges: One, on every campus you are without a doubt the key persons directing students in where they want to go. If you fail to convey the message that problems exist that need change, and that change will be effected in one way or another; if you will not accept this challenge; if you will not broaden your horizons and get out of what little pet thing you like and see the big picture – you are not keeping your commitment to society and you are not keeping your commitment to the student. Above all, you are not fulfilling the trust that these young people place in your hands. The second part of that first challenge you face is to be sure that the students you counsel are preparing a saleable product that is going to have use for government, industry, or whomever it may be sold to when the student walks off that campus. If the student walks off with something he can't sell, he has been misled for 4 years, or whatever period of time he has been trying to become educated.

The second challenge you owe to yourself is that, regardless of whether you have time or not, you must get out of whatever specialized ruts you are in and broaden your horizons to include the total geopolitical implications of world and social differences. An American crossing the border into Canada walked into a store to make a purchase, and the Canadian merchant said, "Your American money is no good here." "What's happened to American money?" the tourist replied, "I have been out of touch with the press and TV and I haven't been exposed to all the propaganda media for a whole week." The merchant replied, "You people don't know what you are doing with your own dollar, and we are not willing to gamble on your lack of knowledge." This is a pretty serious state of affairs and this is only one problem that exists.

So basically my message is brief: It's a very real world we are living in and it's getting no better fast. Unless these students who are preparing themselves to be the managers and leaders of tomorrow can be convinced that they are a part of change and can make change constructively, and unless this can be accomplished by your guidance and direction and our help as employers on the outside, we will all live with the terror and holocaust which can result from the wrong application of the two words revolt and revolution.

TRENDS, ISSUES AND INTERNSHIPS IN FEDERAL SERVICE

Dr. Ernest Engelbert, Professor of Political Science, UCLA.

Thank you. Members of this Conference.

I plan to deal with my remarks under four headings. I shall speak briefly, making a few points under each heading; and then I will open it up for discussion. I was very interested last night in listening to the tone of the questions, nature of the questions, that were pursued with Dr. Hamilton. And it caused me to add to my remarks a few assumptions that I think we ought to have in mind concerning Government, concerning you counselors. Some of the assumptions are these: First of all we should assume that we are in a temporary period of public employment contraction or freeze. I do not see this condition lasting beyond 1972 and my figures and comments deal with the next ten years or the next fifteen years. And for those of you who are advising now at the high school level, say a junior, by the time he finishes his Doctor of Public Health degree, that will be ten years away. So you need to think not only in terms of immediate but the longer range employment and career objectives and if we go much beyond 1972 in terms of the contraction and/or freeze then I fear very greatly for the quality of government and public services in this country.

We can assume that there might be temporary oversupplies of personnel for a particular profession, but there is not an oversupply of population for government employment. For example, if President Nixon's program for a guaranteed annual wage is put into effect there may be some reduction in the need for Social Welfare workers. We will be spending less monies to check the status of qualification of persons eligible for social welfare if this goes through and, as a result, at the state and local levels there will be some reduction in the need for social welfare workers. That does not mean, however, that there are going to be too many people for government jobs. As long as there are people who wish to work and who are able to work, our society possesses the means to find productive work for these people in either private or public sector. And to have any kind of other outlook or philosophy in mind is defeatist as Public Service counselors. And furthermore, as was brought out last evening, just because a man works for government does not mean that he is less productive than a man who works for private industry. Who's to say, for example, that the Public Health Technologist who is keeping track of statistics on venereal disease is less economically productive than the barmaid in the Las Vegas casino working in private employment? Or who's to say that the Weather Technologist – the man who provides forecasts upon which private industry, the farmers, many businesses make far-reaching economic decisions – who's to say that this Weather Technologist is less productive than the salesman in private industry, say, of a major cigarette company? Or who's to say that the Department of Commerce Analyst who is keeping track of international trade balances is less productive than the Bank of America financial teller? Or who's to say that the policeman who represents security in terms of a private building is any less productive than a custodian who is on private employment within the building?

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And so, we need to keep our understanding straight of what's productive and what's unproductive. I can assure you there are people both in government and private enterprise who may not be as socially productive as they should be but you have to base it upon the position and upon the contributions of that individual to society.

Another assumption that we ought to have clear is that the more complex society becomes, more complex economically, technologically, and in terms of our total communications pattern, the more we are going to have to turn to the instrument of government to oversee and coordinate our various private relationships. Government results. Why? Because we want to avoid or to control undesirable consequences of private actions, whether it be the terrorism of a private gunman or the results of casting off a worker by a private company because he is too old and no longer productive. History shows that as society has become more complex, so has its government. Unless we want to revert to the simple or pastoral life, there is just no turning the clock back. As Charles Beard once said, "Show me a nation's budget, and I'll tell you about the quality of civilization that it has." So government is, as our technology and our society become more complex, going to increase in the interest of overseeing and coordinating these diverse relationships.

Now my comments today are also directed primarily to the college-bound student since I believe over 75% of Californians of college age are now in college. However, that does not mean the counseling for the other 25% is not important, or that these 25% will not enter into college at a later date as part of part-time training and degree programs. And therefore we need to look at the total array of labor skills and occupations when we look at the public sector, since what happens among blue collar workers affects white collar workers and vice versa. I use that distinction not because it readily applies anymore, but it is a distinction that is convenient when we wish to make some differentiation between our categories of public employment.

Finally, another assumption, I wish to say that for you to be effective as counselors for Public Service you need to have a philosophy and an understanding about the role and the place of government in our society. You have to rise above the rhetoric that is still quite commonplace on the streets about the ineffectiveness of government, about its inefficiencies, and about its unproductiveness. You have to balance the immediate needs of personnel with the long-range needs for personnel, and not be swayed merely by the fact that we are in temporary periods of contraction, or for that matter expansion. Indeed, throughout the last 50 years we can trace valleys and peaks in public employment. And we can trace eras in which it was more fashionable to be in Public Service. For example, during the early years of the 1950's, private enterprise appeared to have more attraction. Students were somewhat apathetic about Public Service in government, particularly since so many of the students at that time had considerable experience under government during World War II. But beginning in the 1960's with the emphasis upon the younger generation, the development of the Peace Corps and new appeals to the idealism of youth, we have seen an ascendency in terms of Public Service. And this is a cycle we are still in despite the fact in this state and some others there is a contraction in public employment. You have to recognize as counselors the very important role you play in

society. You have to be more than a faddist, pushing what is momentarily popular with your community. You have to recognize that you are guiding the development and providing the manpower to maintain a strong and vital Public Service, and the development of leaders for all levels of government.

These are some assumptions that I wish to make preceding some of my other remarks about the philosophy that you should hold as counselors with respect to the Public Service. Anybody want to challenge those? Or argue with them? Be happy to hear your comment.

All right, let me move on. A few words about trends in Public Service employment. A bit of this we captured last night by Dr. Hamilton, a little bit by Mr. Sarvis this morning, but I want to recast it a bit.

All forecasts and evaluations show that employment in the public sector will increase more rapidly in the next decade than in the private sector. Now it's true, as Dr. Hamilton pointed out, that public employment, gross public employment, will be greater in state and local government in the next 10 years. Nevertheless, growth in Federal employment will be substantial, despite the freeze currently upon us. Federal employment increased roughly 2% a year between 1947 and 1968. The increase should be at least 1% a year averaged over the next decade. However, state and local government may rise as much as 4% a year. And since what is happening is that there are going to be more personnel movements between levels of government, since there will be transfers from Federal to state to local jurisdictions and back down, and since this is now being fostered by the Inter-Governmental Personnel Act, which is just going into operation, this is going to affect the climate of opportunity for all levels of the Public Service.

My second point is that the greatest growth will be in the professional occupations. As we become a more sophisticated society, as we have to deal with new technologies as the results of science, and as we need to coordinate more in the way of communication, growth will be greatest in professional occupations. But to a lesser extent growth will be great in the paraprofessional occupations and positions. By professional I mean the fully trained health specialist, the health administrator, the housing specialist, or the environmental planner. By paraprofessional I mean the x-ray technician, the dental technician, the engineering aide, and so forth. Professional personnel will be in great demand as our national level of government places greater emphasis upon achieving the more egalitarian society, upon achieving more social and economic progress, upon urban renewal, more adequate transportation systems, the harnessing of the ocean, the enhancing of the beauty of the land, and many, many other kinds of broad objectives, some of which we are now only beginning to pursue. And at the same time we will have the professions, the complementary science and technological specialties increase. Indeed, by 1985 the requirements for professional and technical personnel will be one-half greater than in 1968.

The third point: Although it may not appear so currently, we are going to continue to have manpower shortages at the federal level of Government and at levels in a number of professions; such as the health sciences, the environmental field, information and communication systems. We will particularly have shortages for new emerging professional positions which call for different kinds of education and training than we now give, such as

the Community Development Specialist, such as the Human Rehabilitation Specialist, the Community Health Administrator, or the Environmental Planner. The Environmental Planner, for example, is far more than a water quality specialist. He is more than a soil conservation specialist or a forest specialist. He is an integrator of several facets of knowledge and we have to translate this into our educational curriculum. We are not training this kind of a person very effectively now. This holds true for other professions. Just last week I met with representatives of federal government and some representatives of our School of Public Health who wished to develop a new program to train Community Health Administrators; people who have not been trained in the old line health professions. People who are not merely trained in organization and management but who can relate administration to the health sciences in a community environment so that we can provide a different, a new kind of health service in the communities.

In this connection this year I had a black professor, a woman, who unfortunately is no longer on our faculty, who dealt very effectively – she was from the School of Public Nursing – in a seminar with the problems of health in the black community. She outlined the kinds of issues that were being posed there and the discussions taking place which were not the same kinds of discussions that were taking place either in our School of Administration or in our School of Public Health.

With the growth of these professional specialities in the Public Service will also be the growth in the positions of managers and administrators, those who are going to be trained to relate the organizational, the financial and the personnel aspects of an agency to the problems at hand. Nearly 50 years ago, Brooks Adams, less well known than Henry Adams, commented as he studied civilizations and how they rose and declined. He said that he suspected that in the future civilizations would fall, great civilizations would fall, not because they were not able to deal with ideological changes from within but because they would not be able to coordinate and to relate effectively the various facets of society. And he saw under a capitalistic economy as we have, which tends to produce specialization in many fields, the problem in integration as a key problem in maintaining stability of society; and hence, not having revolution.

Associated with the employment and growth needs the federal level is going to have, Mr. Sarvis touched on this but I don't think optimistically so, it's going to have, if anything, an improved working environment. The federal level of government, and I've been asked to talk about the federal level, continues to have more prestige than most local jurisdictions. Although it was said that it's the local level where you can feel what happens in the parks and on the playgrounds, etc., there is also tremendous satisfaction to be achieved when as an administrator you have participated in the development of a very important civil rights policy or in housing policies that are going to affect model cities programs throughout the nation. The Federal Government, in terms of employment throughout the country, has higher pay scales and greater benefits than most local levels of government.

For better or for worse the Federal Government's powers are increasing; basic policies are being set in Washington. Many students see this and want to go where the action is. Admittedly, in California many students

want to stay in California because of the advantages of climate – the fact that they surf on the beach and wouldn't be able to in Mudflat, North Dakota. But, nevertheless, they're moving where they can see tremendous opportunities. There are also opportunities in Federal Government for lateral transfer between agencies and among regions. No other level of government offers such divergent opportunities. A person can work in Washington for a while and then be transferred out to the Northwest; can be in the Department of Health, Education, and Welfare, become very interested in the problems of the Indians and move to the Department of Interior with the Bureau of Indian Affairs.

The federal level of government also is placing increasing emphasis upon attracting the new college graduate at both the four and two year levels. Some new actions include the use of college grades and the results of university examinations, such as the graduate record examination, in lieu of the regular Civil Service Examination. Many students get Civil Service rated by producing their academic record and examinations they have taken within the University system. Their scores determine where they are placed on the register. There has been considerable discussion about the fact that examinations are changing, particularly the modification of entrance requirements, which correspond to changes which are taking place in college curricula and training. Federal level is beginning to modify their entrance requirements with changes in the examination process. Greater weight is given not only to oral exams but to specific requirements of the job. And here, particularly, I think the most influential aspect of modifying the examination process has been the emphasis upon affirmative action programs and the recognition that many examinations have been culturally bound, culturally restricted. There is greater use of summer training positions than there previously was and full year internships are now being provided by a number of governmental agencies to attract students to federal employment.

The State Department, for example, has had a long history of a Foreign Service Examination. Years ago it was an examination that we often said was built around the curriculum of the Ivy League schools. Now, as a result of not recruiting minority groups on the Foreign Service Examination they have started to abandon the entire examination. I have two students on State Department programs, minority group people, who are being hired without the examination but will go on a probation period. After a three to five year period of probation and training they are blanketed into the regular Foreign Service, without any loss of years.

There seems to be a much closer relationship between federal agencies and educational institutions. This is reflected in the College Federal Council of which Mr. Sarvis is now the chairman. This organization has existed for 20 years. It has promoted relationships between counselors and advisors of Public Service programs and academic institutions and relationships with employing personnel of governmental agencies. This Council has moved in the last two years in new and distinctive directions, particularly in connection with interchange of personnel and development of internship programs.

Now I don't want to give the picture that all is rosy in the Federal Service for the prospective employee. Some problems must indeed be overcome. Federal Government is a large organization. Many agencies such as the

Defense Department and the Post Office, are larger than General Motors. And these agencies become weighted down with the heavy hand of tradition and procedure. In other words, the worst aspects of bureaucracy can become apparent, and there is no question that many an energetic idealistic youth who enters the Federal Service may lose his spark if he gets in the wrong place or if the agency has the wrong attitude. He loses his will for accomplishment by being shunted down some blind alley. And I grant there are warranted rigidities in the occupational and job specifications for the Federal Service. Although agency transfers appear easy, meeting specific requirements becomes difficult and hampered by professional associations, such as the American Medical Association, the American Bar Association, and the Engineers Council, which are resistive to change. They are resistive to the development of paraprofessional positions which could upgrade the opportunities for lower level workers. The growth of professional unionism among public employees, while it has many salutary effects – and I think unions are here to stay – nevertheless may make the climate of public employment somewhat stormy over the coming years, particularly in the light of public opinion. Whatever the merits of requests of postal workers or of the health clinic workers might be, Mr. John Q. Citizen does not like to have his services interrupted by the men whom he says his taxes pay.

These and other problems could be cited, but on the whole the future of public employment, particularly at the federal level, looks favorable.

As counselors you are perhaps more aware than I am of the changing philosophy of education which is shifting the whole outlook of training for Public Service employment. It grows out of some of the broad value changes in our society that have taken place in the last decade: the growth in idealism among our youth, the de-emphasis upon money and other aspects of a materialistically oriented culture, the search for greater freedom on the part of youth in the educational process.

The Carnegie Foundation Report, the Neuman Report, and others are stressing the need for new approaches to the educational process, particularly at the undergraduate level. Thus, slowly the educational environment for Public Service education is changing.

What are some of the changes? There is more emphasis upon adding contemporary relevance to curriculum. Although subjects such as Ancient History should be taught, there is a need for more problem oriented courses and studies. Students wish to deal with real, live social problems, and they are particularly concerned with the role and responsibility of Government in solving these problems. There is an increase in the number of students interested in public or quasi-public positions. Thus, I find myself in disagreement with the concept that the zest for public service occupations has fallen off. Indeed it's increasing tremendously. Private industries have begun to worry about the fact that they are not getting their share of talent. Law students are going into Public Service Law. Also, there is some decline in the broad letters and science tradition in our colleges. Institution after institution is abandoning its language requirements and permitting greater flexibility

in the majors. There has been a rise in Public Service oriented curricula with more emphasis upon the behavioral sciences. Public Service oriented curricula are focusing more attention upon problem solving, upon human behavior, upon communications systems, upon measurement and analytical tools.

Professional schools, such as Social Welfare, Public Health, Public Administration, are anxious to have preprofessionally oriented curricula in contrast to the broad humanities curricula. I currently serve as chairman of the National Committee on Undergraduate Curriculum for Public Service. And one of the things that are clear is that all the professional schools are now saying we need some different kind of education at the undergraduate levels, more appropriate for people who are going into professional positions in the Public Service. There is less emphasis upon specific disciplinary majors, such as Political Science or Sociology, more emphasis upon interdisciplinary majors, such as Community Development and Human Resources Development. The University of California has an undergraduate curriculum in Public Service. This curriculum is not only interdepartmental but a person can specialize in seven different majors within this curriculum which cut across the board, such as Urban and Community Development, International Development, or Human Resources Development. I predict that these kinds of curricula will increase. Students want to see the broader picture, and they are not interested in viewing issues primarily through the lens of one discipline, or the processes of one discipline. They are more problem oriented, less process oriented in this connection.

Internships, field research, field service programs are fast becoming parts of every curriculum.

Both aforementioned reports strongly recommend that all students have service and work experience, preferably for credit, during their college years. They recommend leaves of absence for a whole year at a time for many students. Or part-time internships with part-time academic work.

Finally, there is more experimentation, more shifting of programs among our colleges and universities at all levels of education. Let me cite a few examples: Our community colleges are now moving toward the development of Public Service curricula providing courses in the first two years which were normally given in the last two years of a four year institution. We have a changing relationship between and among colleges in connection with this role, so that the whole problem of articulation is coming to the forefront. I serve on a committee which was appointed by the Chancellor of our University in cooperation with the President of USC, the Chancellor of the Community College Systems, and the Presidents of El Camino College and Compton College to develop a pilot program of articulation and Public Service programs between and among these levels of education.

There is also new emphasis in the University of California system and the State Colleges System on the development of the part-time degree program. This has tremendous implications for students who are full-time workers. They can now pursue the part-time degree, not having to come to classes in residence, but just taking open examinations to evaluate their educational achievement. An example is the cooperation between Occidental, a college in this regional area, and the Coral Foundation in providing Masters' degrees. The Coral Foundation has been devoted to producing better trained citizens

for both public and private affairs and provides funds that enable students to spend, during the course of a year, a third of their time in the governmental agency, a third in some business enterprise, and a third with some labor organization or union. Their cooperation with Occidental includes a summer of intensive academic work enabling the student to receive a Master's degree with credit for the work experience as well as the academic work.

There have been a few developments of specific interest to counselors. As previously noted, counselors have an important role to play in seeing that the public sector gets its important share of manpower. What as counselors do you need to be informed of or in some cases involved in? First of all it's important to remember that the attitudes of Government and Public Service begin to take shape in children's minds as early as elementary school. Recent studies by Professors Alman and Verba on civic cultures show that in the fifth and sixth grades students begin to develop outlooks toward Government that they carry with them for many years. Also, the attitude of parents and teachers, as well as the attitude of their whole social environment, conditions the outlooks they maintain as they move through the secondary and college levels. Therefore, it's very important that high school counselors consciously mold a positive environment toward the Public Service. This can be done in a number of ways. First, you obviously have to keep abreast of developments in the Public Service, particularly those which attract the aspirations of youth. You can do this by participating in conferences such as this, working out personnel exchanges in governmental agencies, and really getting off your chairs and out into the communities, the governmental jurisdictions and governmental agencies in your areas. How many of you have done this in the last year? And, of course, you can initiate and implement Public Service Career Days at your school and bring public officials to the campus who can discuss some of the exciting things that Government is doing and how students can become involved. As counselors you can encourage instructors to take field trips to government offices by helping to work out the arrangements for them. You can serve as the broker – the link of communications between the governmental agency and the school. You can encourage field projects for students which involve research in some governmental activity. Get them out so that they see the city council in meeting and how the city council operated or acted on the particular issue. I hate to tell you how many students, even in Political Science, we have graduate who have never attended a public official meeting, by an official body, in their entire school period. And you need to encourage students, your able students particularly, to go to colleges which have programs and curricula that will meet their aspirations and needs.

Second, you need to recognize that an increasing number of institutions are beginning to develop individual programs outside of the prescribed majors. Students need to identify these so they can formulate their courses around their career objectives. I have a student who has worked out a whole new program in the field of Criminal Justice. To be sure, he has to meet certain kinds of requirements, but he has departed from the prescribed major. He is interested in relating not only law enforcement but rehabilitation and community development into the field of Criminal Justice. Another example is in the Ethnic Centers on this campus, the Mexican-American Center, the Afro-American Center, the Indian Center, and the development of special programs.

Last year a program in Public Service was developed in the field of Indian Policy and Administration with respect to the community. As you know we have about one seventh of all the Indians in the United States right here in this Los Angeles community. And the second quarter they did field work under the guidance of a professor and worked with community agencies on problems of the urban Indian.

What is important is that the student get good advising. He may change his position from the first year to the third year. He may see some new dimensions so you don't want to freeze the student in, but you certainly want to guide him toward his career objectives. More students will take advantage of special seminars or research classes which focus upon public problems and involve field research projects.

Third, encourage students to utilize internship programs. California has a new law that enables every institution of higher learning in the state including community colleges, and every department of every governmental agency and jurisdiction to participate in internship programs. What is the internship? The law defines it as "A student assignment with a governmental jurisdiction or public agency, the purpose of which is to provide the student with a learning experience designed to provide exposure to and understanding of the environment and tasks of government and of a particular agency and functions. In contrast to a specific job or work task, internship provides creative opportunities for the intern to participate in various phases of a planned training program, developed jointly and implemented cooperatively by governmental agencies and institutions of higher learning." The objectives of this law are to acquaint students with the opportunities for challenging careers in Public Service, to stimulate the interests of students in particular functions and agencies, to enable public jurisdictions to attract students of high ability and achievement potential and thereby improve the quality of Public Service, and to induce students to seek careers in fields of public employment where critical shortages exist and where future personnel needs will be great. Also, to develop closer relationships between educational institutions and governmental agencies by fostering better understanding of each jurisdiction's respective problems and needs. This legislation is administered by the State Scholarship and Loan Commission and is being copied by states all over the Union. It is going to have tremendous impact upon educational institutions.

Four things in conclusion to you as counselors: (1) You must have a philosophy about government and be able to translate that into your counseling. (2) Unquestionably you will need to be more knowledgeable about counseling for the public career sector simply because it is becoming more diverse and opportunities within it are increasing greatly. (3) Develop a more positive approach and develop contacts with your immediate community and with the city and county or other governmental agencies which are within the working perimeter of your community college or high school. You must help develop the relationships and help the people on the other side of the fence get out from behind their desks. You must play a vital role in more effectively relating the governmental agencies and public service to the educational institutions. (4) You have a vast responsibility in terms of reshaping the system so that we can have the kind of manpower that will make our government meaningful and vital for all citizens.

I do hope that I have given you a few words to think about. I am reminded of the story about the young British couple during World War II. They were much in love with each other and all of a sudden he got orders to be sent across the Channel. It was the big push before D-Day. They decided hastily that they wanted to get married and spend some time together before he left. So they went to the Vicar and said they wanted to get married. The Vicar was pleased but said there was a waiting time; they must have certain checks and pass certain tests. Much as he would like, he couldn't marry them that day. It would be at least a week before they could be married. But the young man was shipping out before that time, and so this was bad news for the young couple. They earnestly talked to each other for a few moments, and finally the young lady turned again to the Vicar and said, "Well, please, please. If you can't marry us permanently, could you just say a few words to tide us over the weekend?"

Well, I may not have married you permanently to this subject of public service, but I hope I've given you a few words to tide you over the weekend.

THE STATE PUBLIC SERVICE SCENE

Mr. Mark Lundin, Assistant Chief of Recruitment and Field Services Division, California Personnel Board

I appreciate having this opportunity to be with you and share some information that may be helpful to you in working with your students. Most of the thinking has been in terms of secondary school and community college students seeking employment in local government rather than with the California State government, and there are a number of reasons for that. Part of it is a consequence of the types of occupations that the state employs and part of it is due to the geographic spread. It may be helpful to explain what the State Service is. To many citizens the State Service is known only because of immediate contacts. Although some of you who are with the academic staff of the state colleges know it from that viewpoint, my comments will be more related to the Civil Service aspect. Many of you may think of state service in terms of the individual you met in the Department of Motor Vehicles office or in, I hope not, associating with the California Highway Patrol. Some of you, and again I hope not for too long a period, had contact with the California State Department of Human Resources Development, particularly with reference to job placement and the social insurance program. However, these impressions aren't entirely correct. At this time the state employs about 101,000 people within 3,000 different classifications. The state government is the largest employer in California for such workers as parole agents, MSW graduate social workers, correctional officers, and psychiatric technicians, and also employs persons in a number of occupations that are common to both public and private employers; for example, law, nursing, civil engineering, property acquisition and management. Another configuration of the State Service concerns the spread of the occupations. Currently, clerical workers make up about 25% of the work force; whereas 10 to 15% include medical and allied health, social security and rehabilitation, engineering, and the mechanical and construction trades. A somewhat smaller percentage is in agriculture and conservation activities, fiscal staff management, custodial services, and then a very small percentage – again my comments are only about the Civil Service aspect, not the total state employment – would be about 1% in education, library and legal occupations. Obviously the relationships of these various occupational categories change as new programs emerge and increase and other programs decline. For example, during the mid-sixties the largest single program in terms of growth was the California Water Plan; constructing the Oroville Dam and attendant facilities and then transporting the water into Southern California. That project resulted in a work force of engineers of somewhere about 15%. That figure now has declined down to 10% because for the most part the California Water Plan is operational. At one time during the last decade medical occupations were as high as 18% whereas now they are down around 13%. This was brought about because there was a shift in the treatment of the mentally ill and the mentally retarded, moving from institutionalization of the patient towards community treatment programs. It is these kinds of moves and changes that result in the many changes in the state employment picture.

Still another instance, occurring now as a consequence of the 7+% unemployment, is the swelling of the labor forces in the California Department of Human Resources Development. Those persons were added to take care of people who are unemployed and also to try to solve the problems associated with those who are on welfare or who are from economically or socially deprived communities. The result has been a changed spread in that category from somewhere around 10% to 14% of the labor force.

Also, you may be interested in a quick run-through of the growth of the State Service. During 1935, the state employed around 35,000 people. However, during the next 10-year period there was an average growth rate of about 6%. The growth rate then more than doubled during the '45-55 period to an average annual growth rate of about 13%. The last decade, however, went back to the '35-45 level of about 6% per year. Thus, in the last years of the decade there has been a relatively stable work force of just slightly above 100,000 employees.

Each year the state hires, on a permanent, full-time basis, somewhere between 13 and 15,000 new employees. All but 1,500 vacancies are due to attrition – employees hired for death, turn-over, replacement, etc.; or, put another way, about one out of twelve new employees is hired on a replacement basis.

Considering employment trends, the essential trend in the State Government is, that even though the State's work force in numbers is relatively stable the hiring of more professionals and more technically trained people continues. Thus there is a substitution of a more highly trained individual for the person he replaces. For example, during the period 1960 to 1970 the State's total employment grew by 30%. But in that same period in a health classification the number of doctors, MSW's, clinical psychologists, psychiatrists, etc., more than doubled, or to put it another way, grew at a rate of three times the average state's growth. This happened in spite of the fact that there were shifts in the treatment program for the mentally ill which offered a decline in the total number of workers employed. There are other examples. Fiscal management and staff services activities grew by 80%, or better than twice the state's average growth rate. This was due to the emergence of data processing and related kinds of activities. Thus, within certain fields there are more highly trained people being employed. Several classifications have been established within recent years that indicate the specialized kinds of activities now in state service: Chief, Bureau of Air Sanitation; Manager, Motor Vehicles Emissions Research and Testing Facilities; Supervising Air Pollution Control Physicist; Agricultural Water Quality Specialist; Operations Research Specialist. Thus, for those interested in State employment from a statistical view point it is obvious that better opportunities for employment go to the more highly trained individuals.

Another factor affecting the state employment picture is geographic dispersion. Although many kinds of jobs, clerical, health, highway patrol, drivers' license examiner, etc., are spread throughout the state, there is actually strong centralization of State employment. For example, in Los Angeles County there are 20,000 (this is roughly 20% of the State's employment, and it is concentrated in the County); in Sacramento County, 25,000; and in the three Bay area counties about 13,000. Thus, near 60+% of the state's employment is concentrated in essentially three metropolitan labor markets.

This concentration picture is more clear when one realizes that large numbers of the state's employees are employed at the mental hospitals and the institutions of the Adult and Youth Authority. However, there are certain kinds of activities, such as data processing, that are essentially headquarters activities. There is very little employment in the San Francisco or Los Angeles labor market in data processing. Also, budget administration, personnel administration, management analysis are all headquarters activities and, as you would expect, concentrated in the Sacramento area.

Another example of the dispersion is the forest fire fighters and heavy equipment operators that are employed by the Division of Forestry in the Department of Conservation. Although these kinds of activities seem to offer many opportunities for workers in the metropolitan area, the jobs are in Clovis, or Oroville or in the Redding-Eureka area.

Therefore this geographic dispersion may indicate to you that there are certain types of State employment that are not available to your students unless they are willing to move to some other areas.

Let's examine another way of characterizing the State's employment. In the generally trained baccalaureate level kind of activity the State employs a very sizeable number of people in such kinds of activities as employment security, compensation insurance, property acquisition and management, research and statistics. The administrative trainee is really the entry level for staff management areas such as data systems, personnel, budget, and management analysis.

The next entry job may be at the junior college or baccalaureate level because we employ a sizeable number of community college people who have degrees specializing in accounting and auditing. While some of these go into house auditing activities, for the most part they are associated with the tax auditing activities of the Franchise Tax Board's Board of Equalization and the Department of Human Resources Development Employment. And, of course, there are very sizeable numbers of graduate level people employed, particularly in the fields of medicine. The primary area for psychologists is at the doctoral level in the clinical specialty, although some experimental, research and educational counseling psychologists are hired, in addition to about 150 professional MSW social workers. Another very sizeable number of correctional and vocational rehabilitation counselors are employed each year.

Now a little bit about the formal internship programs. For the most part, student employment in State Services falls outside these programs. Generally student employment is arranged with local schools through local employing organizations of the State Government. About 5000 temporary students are employed each year. A very sizeable segment of that 5000 are students who are enrolled in vocationally oriented curricula: vocational counselors, nurses, medical students, graduate social workers, auditors, foresters, engineers, and law students. There are several formal student intern programs but most are aimed toward the baccalaureate student rather than the high school or community college student. Student employment and internship works best if there is a coordinating committee conducted by the school with representatives from the employers who recruit and screen potential interns. At least at the baccalaureate level, there should be credit received by the student for participating in the program.

The Legal Intern Program brought about by the affiliation of the state government with the University of California, Davis campus Law School, and the University of the Pacific McGeorge Law School, Sacramento, enables law students to be hired in a number of the agencies where there are large legal staffs, for example, Alcoholic Beverage Control, Department of Justice, or the public contract section of the Department of Public Works. A similar program is emerging with the Graduate School of Business at Sacramento State College and at Fresno State College. Also, there is the Lieutenant Governor's Internship Program where about 20 to 25 students are selected to have an opportunity to see how government works and what the interrelationships are with the Lieutenant Governor's office and the Legislature, etc.

Probably the oldest and most highly competitive internship program is the Legislative Rules Committee Internship. About 20 students are hired for the session, roughly September through June, to work in the legislative process. Although there may not be extensive salary funds available, the best opportunity you have for your students to get into an internship program is to generate that program yourself, in your school, with State's employers in your area. Actually any expansion of student employment in this frame of reference will, for the large part, have to be through your own efforts in concert with State's employers who are employing organizations in your area.

Thank you very much.

LOCAL OPPORTUNITIES AND TRENDS IN THE PUBLIC SERVICE

Mr. Jeb Brighouse, Professor of Political Science, Glendale College

I was glad you were going to have a chance to go to Santa Monica to see a typical ordinary humdrum kind of city because Santa Monica reminds me very much of Glendale where I teach. However, hearing that your tour has been changed to Los Angeles I really think that this will be a better opportunity for you. I interviewed a man named Mr. Leonard in the personnel office in the City Hall South, which I suppose is where you are going to be going, and he told me a very interesting thing which I hope you have a chance to follow up on. And that is this: that the City of Los Angeles employment office has at the present time four full-time job counselors, people who are doing counseling with young people and with students. These counselors are really your counterparts in the Public Service, at least as far as the city of Los Angeles is concerned. So with that lead maybe you'll be able to look up some of these people and make contact with them.

Back to the formal part of what I wanted to say, I understand that you are a group of secondary and junior college counselors who are interested in learning about job opportunities for our students in the public service and that by this time you have had some very highly qualified people come to speak with you about the opportunities with the Federal Government and with the State of California. My assignment is to discuss the opportunities and the trends in local government. Local government is the closest to us, the most visible, and actually the place where you are likely to have the most luck in placing the students that come through our schools. Perhaps a little bit of background on local government will help us see more precisely what we are talking about. First, the types of local government are cities, counties, and special districts. The cities can be big or little, but the number of employees and consequently of job opportunities will be greater if it is a bigger city. Los Angeles is a huge city employing as many people as many states do.

Another distinction one can make about cities is that a city can be self-sufficient or self-sustaining on the one hand; or on the other hand it can be a contract city. The distinction is this: A self-sustaining city performs all of its own municipal services. It has its own police department, its own fire department, its own library, its own parks and recreation, etc. Consequently it is able to have its own Civil Service Department and employ its own people under its rules and make its own selections, etc. On the other hand, the contract city is the city that does not perform its own services. It contracts for these services with the county, which means, in fact, that the city leases services such as the police department, the fire department, library, parks and recreation, sewage system maintenance, street lighting, street paving, steam plant maintenance and operation on an annual fee basis from the county. Consequently there are fewer job opportunities for local school graduates in a contract city than in a self-sustaining city. But at the same time, where there is a pattern of contract cities, the job opportunities with the local county will be that much greater because all of the jobs which would have been performed under the auspices of the

local city now are still done but they are done under the authority of the local county.

Counties can be large or small. A county like Los Angeles, for instance, is a huge operation. A brochure entitled "Data and Statistics on the County of Los Angeles" lists Los Angeles county as larger than 43 states in terms of budget and number of employees. Consequently, L. A. County, a very large operation, offers a very broad spectrum of jobs. A small county, like Alpine County or Mono County, might only employ 50 people, and the job turnover might be as few as one or two a year. Consequently, where you are and what local government you have available to you determine to a great extent the kinds of job opportunities that you can counsel students into.

Another area worthy of mention is special districts. Special districts technically are part of local government, too, and include school districts. School districts have many job opportunities for professional people such as teachers, counselors and administrators. Also, very many job opportunities for other people such as clerical workers, maintenance workers, gardeners, steam plant operators, typewriter repairmen, mechanics – people of this nature. Also, there are many other kinds of special districts, such as the County Flood Control District, the Metropolitan Water District, and the Air Pollution Control District. It would be worth your while to find out, really, what special districts there are in your own local area and find out what kinds of jobs they offer and to what extent they hire for these jobs.

Essentially, local governments vary and are very different from each other. The cities differ from each other, the counties differ from each other, the special districts differ from each other. Therefore, it is very difficult to make a flat general statement that will apply satisfactorily to all local government.

Something else worthy of mentioning is that local government is a very broad employer. When thinking of local government, the obvious things that come to mind are policemen, firemen and clerks. However, one is generally amazed at the breadth of employment opportunities offered. Local government offers employment in essentially all of the jobs and professions, trades and vocations that private industry does.

What are some of the patterns of job classifications within the Public Service? One is the minimum standards and requisites necessary to enter the job. At the beginning level, one needs the ability to read and write as a requisite for jobs as gardeners, tree trimmers, sweeper uppers, custodians, and ditch diggers.

The second level requires that one be a high school graduate. Most of the vocational trainee jobs – apprentice carpenter, painter, steamfitter, plumber, electrician, refrigeration mechanic, millwright, typewriter repairman, sheet metal worker, body and fender man – usually require a high school diploma as the basic educational requisite.

The next level requires two years of college. Actually there are very, very few jobs that specify two years of college as a requisite.

Four years of college or college graduate would be the trainee or entry level positions in most of the professions and administration types of jobs, librarian, accountant, engineer, and of course the whole area of public administration.

And, finally, professional degrees are required of doctors, lawyers, and nurses, etc. Thus, jobs on the one hand can be classified according to the minimum requirements in terms of education specified. On the other hand, by the promotional ladder in which they are found. Many of the jobs start out, Clerk-Typist I, or Heavy Equipment Operator I, Steam Plant Mechanic I, and move to level II, level III, level IV, and typically level V, with pay increases in terms of longevity.

Typically, in the promotional series, one must promote himself out of his present job and into the next higher level that includes some supervision or training of apprentices, and additional responsibilities.

Many of the jobs are open jobs. An open job is a job for which applications are accepted from the general public. Civil Service job announcements are posted in all personnel offices. Inside promotional jobs is a second category. An inside job is a job for which one must have had experience within the system, either their own or a comparable Civil Service system, in order to be eligible for promotion to that next higher level. It is presumed that there is no formal academic training or vocational training available for that kind of job on the outside and on-the-job experience is required for successful job performance.

Also, there are the closed jobs. Closed jobs – as opposed to open jobs – are those for which applications are not now being accepted. In other words, the job has been budgeted, and there may be vacancies, and there may be people employed in these jobs, and they may have a need for someone in this job. Nevertheless, for various reasons, they are not accepting applications in this area at the present time. Closed jobs result in a serious problem from the point of view of the job seeker and from the point of view of the counselor who is trying to steer some earnest young kid into a field which could conceivably be open for him.

To sum up then, this pattern of job classifications exists really on a hierarchy. At the top are the administrators and the managers; moving downward, there are the professional people who have a professional skill, usually acquired through formal education and a professional degree or a professional license; thirdly, the technicians and the operators with correspondingly less formal education and background required of them; and at the bottom the trainees and the clerks.

Trainees and clerks usually are the entry level for high school graduates; internship and apprentice programs at the technician and operator level; and helper programs at the professional level and the administration level. In other words, each of these four levels has an input into it for trainees or apprentices. But the tendency is not really to promote from one to the next. It's like the caste system in the service. You come in as a second lieutenant and you automatically supervise master sergeants, and the master sergeant is never going to be promoted to second lieutenant. It's this kind of hierarchy, this kind of rank structure, much of which is based on formal education and training and background experience.

For the high school counselor, the main type of counseling involves finding out what kinds of jobs are open to your own graduates in the trainee or apprenticeship level and steering them into these. Junior college counselors would do the same thing, obviously, even though there are slightly different jobs available for two-year college students.

Finally, there are the internship programs. One type of internship program is called the work-study program. This program is in conjunction with a local school, high school or junior college, and originally intended to give needy students a job. In other words, this is using the Government to some extent as an employer of needy people. This isn't really welfare, but it isn't really employment, either, as the jobs involve being helpers, cleaner-uppers, file clerks, etc. The intent is not really to help someone aspire to a Public Service career after he has finished his schooling, it's really just to give a guy a job who needs a job.

Another internship program is the student worker program, which is available to high school seniors through college sophomores. In this program the student is paid $2.41 an hour and works about 20 hours a week. The hours are flexible and can be geared to the student's class schedule. Generally, the jobs are of clerical or helping types. After a student has completed schooling beyond the sophomore level he is eligible for the student professional worker program. This program is available to college juniors through graduate students and pays $2.81 an hour. Students work with professional interns as their assistants and helpers and analysts, research people, data gatherers, etc.

The intent of these programs is not really just to give a student a job, but to phase people into the Public Service and to give them experience working for government and help them develop an appreciation for government. Evidently it's quite successful, because the man I interviewed said that they never had to announce this program, they never had to advertise or publicize it because the word got around just by word of mouth through students and student grapevines. This may seem a bit like closed operation, as counselors aren't likely to learn about these programs through the media or through brochures. Consequently, you will have to do a little research to figure out what kinds of intern programs may be available in your own local jurisdiction.

The administrative intern program is a more formal connection between the city or county and the students' academic training. These programs are for students who are public administration or political science majors who, upon graduation, want to become employed in the Public Service. They are actually recruiting programs. The student works about 20 hours a week in a personnel or planning office, or in a public works or city manager's office essentially doing research.

Also, there are the federally funded internship programs. Typically we thought of the federal grant and the local government as separate jurisdictions and separate levels with little connection with each other. But that is less and less true. Many kinds of programs are funded by the Federal Government, such as the Emergency Employment Act. This act will create jobs at the local level primarily for the unemployed, the Welfare recipients and the minorities. However, this implies that these jobs otherwise would be available to the inexperienced, or untrained, recent school graduates. If you have welfare or minority persons to counsel into jobs, that's good, but at the same time it will cut out positions which perhaps otherwise, in normal times, may have been available to our graduates.

Other examples of federally funded programs are the New Careers and the National Youth Corps. Again, minority people, young people who are

drop-outs perhaps, are recruited to work for the city and their salaries are funded by the Federal Government.

The city of Los Angeles has a program to employ ex-convicts. Ex-convicts generally have difficulty getting employment. Currently there are 70 or 80 ex-convicts employed in the city of Los Angeles, being given an opportunity to prove themselves and to make good. It's conceivable that your own local jurisdiction may have a similar kind of program and, as you know, ex-convicts do come back to school.

To discuss trends, the first question seems to be: What direction is the job market taking in terms of local government? First trend: current job market is bad. Many jobs normally open, accepting applications, and providing opportunities for the recent graduates are now closed. This doesn't mean that the need doesn't exist, because the need does exist. For instance, in L.A. county there is a current need for 600 clerk-typists. These positions are unfilled because of the budgetary restrictions. But when the economy picks up and these jobs become open, there will be a great improvement. At the present time revenues are down, budgets are down, jobs are scarce. In normal times most cities are always looking for a rather large number of people, principally policemen, computer programmers and operators, clerks and secretaries, draftsmen, mechanics, and steam plant operators. The job of steam plant operator had never occurred to me before. He is the fellow who fires up an oil-burning boiler and operates the valves and the pipes to make the radiators work. The personnel people say they have only one resource for hiring these people and that's the Navy. However, since there are more and more big buildings, all with central heating, it seems reasonable to me to begin to think in terms of training persons in public schools to be steam plant operators.

Mechanics, particularly auto mechanics, are also typically needed and sought all the time for maintenance of police cars, street maintenance vehicles, and steam rollers.

In contrast to this generally dismal picture there are a few bright spots. The city of Los Angeles has a continuing need for ambulance drivers. The limiting factors here, however, are the need for a special driver's license that entitles one to drive an ambulance and the low pay that this job provides. Generally, the person who has that kind of license is going to drive some other kind of a vehicle that will entitle him to higher pay. Also, the city of Los Angeles is currently seeking people as recreation leaders in minority areas; this means, primarily, that the applicant should be a minority person.

Other jobs that are open are for legal secretaries. Evidently, legal secretaries are scarce and good ones generally move out to law offices and earn higher salaries than the county or the city is willing to pay. Nevertheless, there are wide open opportunities for legal secretaries at the present time and graduates of community college secretarial courses would be eminently qualified.

Another job that's wide open is for the paramedical technicians, those who can operate and repair the machinery used in hospitals and laboratories for diagnosis. Evidently there are many machines used in hospitals and laboratories which are very complex, and there is a desperate need for people to operate them. This is another area into which community college vocational programs, in conjunction with local hospitals, can channel students.

Civil engineers – another open position. They don't need electronic engineers, but civil engineers are still needed to build roads, bridges and sewage systems. Because civil engineering has not been a glamour field in recent years, relatively fewer people have been trained.

Another trend which I think is important involves the shifts in educational backgrounds required for certain jobs. If in the foreseeable future the Public Service job market will offer relatively fewer opportunities, students should be channeled into the area of more specifically technical and more specifically vocational types of skills. In other words, the liberal arts grad, the humanities grad, who could find a place in past years, just plain isn't competitive now. He might be a fine person, have a fine mind, and be able to converse knowledgeably over a cocktail about a wide range of subjects, but he can't do anything on the job. Also, the younger students who are competing for jobs are competing not only against each other but against the older people who have been thrown out of jobs and have many years of experience and advanced and professional degrees. So, generally, the high school graduate, because of his lack of experience and his limited education, just isn't going to compete successfully unless he has a marketable vocational skill.

Another trend indicates that some career fields seem to be fading away. The typical job of social worker seems to be one. This field is changing and new skills and knowledge are needed.

The kinds of majors that provide readily saleable skills are public administration, business administration, and urban studies. Urban studies graduates would enter the profession as administrative assistant trainees.

As I was interviewing city officials, it seemed to me that the high schools, in particular, perhaps the community colleges, too, are not sufficiently vocationally oriented. High schools historically have been the property of the middle class. The middle class trained its students to go on to college and to enter professions and business, and, consequently, slighted the trades and the vocational fields. There should be serious thought regarding change in our values and education patterns and we should direct more resources to maximize vocational education and experience for our students.

A final thing I would mention concerns some publications which you as counselors should be aware of. The Public Personnel Association publishes a quarterly journal, The Public Personnel Review. Their address is: 1313 East 60th Street, Chicago 6037. A school could receive this journal through an individual $15 a year membership. They also publish a newsletter, "Public Employment Practices Bulletin."

CURRENT TRENDS IN THE CITY OF LOS ANGELES EMPLOYMENT PICTURE

Mr. Ellis Patterson, Police Selection Coordinator, City of Los Angeles

My name on the program, as you can see, is Ellis Patterson. However, the only one who calls me Ellis is my wife and my banker. I wanted to clarify that.

I graduated from UCLA about 10 years ago, and I'm delighted to be able to return for at least one more oral report. My B.A. was in psychology; and while I was here I was in no way trained to enter the Public Services. In fact, when I did have a counseling session, the counselor simply told me that my interests had not matured. And from that point on he seemed more concerned in finding out the best way for me to get out of school than in trying to determine a career for me. Perhaps that was part of my doing.

I have been with the city of Los Angeles for seven years, however. The last three years I've spent exclusively in the area of police selection, police recruitment. This includes managing a unit that has responsibility for recruiting and selecting all the police officers in the city of Los Angeles. We test typically 12,000 people a year for that position. Prior to that time I did spend some time recruiting and also examining for other classifications in the city, so I do have a fairly broad background in all city classifications.

Today I'm going to try to cover three topics in a general way. First, I'm going to go into the city's current job structure in some detail, because in a large measure the city's current situation is the best indication of what the situation will be in future years. And I also have a film I'd like to show that will graphically, or at least visually, depict the types of city employment available. Secondly, we shall take a brief look at where we are today in terms of manpower needs; and finally I'll try to give you a very brief and perhaps somewhat general presentation of where we are going in terms of personnel needs and trends.

The city of Los Angeles job structure is very complex. Los Angeles has the largest concentration of government buildings anywhere in the United States outside Washington, D.C. Therefore, Public Service is one of the major factors in the economy of Los Angeles County and in Southern California. The county of Los Angeles government employs over 71,000 people. They don't like to announce it but they are very close to being, if they are not, the largest employer in the Southern California area. The city of Los Angeles, which I represent, employs over 48,000 people. And we do this in 1,200 or 1,300 different job classifications; 1,300 different types of employment within the city alone. The county with their 71,000 employees has over 2,000 different kinds of jobs. The city jobs are spread throughout 27 different departments. Three well-known services that we have are the Water and Power Department – they are our largest and have 14,000 employees; the Police Department, with over 9,000 employees; and the Fire Department, with over 3,000 employees. But the city has many, many other services that it performs; for example, cleaning the streets and trimming the trees. Also, we manage the L. A. airport; we provide security for luggage and so forth. Those of you who

flew into town perhaps had to check out your baggage with one of our uniformed guards down there. He's a city employee. We also repair streets in the city; we do not construct streets, but we do repair them. We maintain the sewers and the storm drains, although the county does some storm drain maintenance; but we do no construction of sewers – strictly maintenance. The city of Los Angeles also collects rubbish and operates the libraries. All new construction building and so forth is inspected by city building inspectors; the plans are checked by city engineers. We operate the city parks, the pools and the golf courses. The recreation department has facilities outside the area, also; for example, Camp High Sierra up near Bishop, Camp Radford near Big Bear, and Lake Crowley is a city run lake. The city licenses pets, or if you live in the city and there is a dead animal in front of your house the city will come out and pick it up for you. We also regulate taxicabs to make sure the fares, the meter boxes, are set correctly. We prepare and actually construct the street signs that you see on the freeways and the streets in Los Angeles. We have our own Traffic Sign Shop and it is a fantastic operation. We provide art exhibits city wide. We also provide concerts – choral concerts and some orchestral concerts – and the city actually subsidizes community symphonies and the L.A. Philharmonic monetarily each year. And they also have a department called the Public Social Service Department that regulates people who are trying to collect money for charities. All these things that you see on TV have to be regulated by our office.

These are just samples of city service. Of course there are many other services we perform and all of them require staffing. And they also require support. For example, we have a data service bureau which provides computer support for every department. We have a pensions department and a retirement department to handle the administration of the Pension Plan for the Police and Fire and the General City Retirement Plans. Although the treasurer pays the bills, we have a comptroller who makes sure the treasurer pays the right bills, and we have my department, the Personnel Department, to recruit, test, operate training programs, and generally provide personnel services to all city departments. Then there is a city attorney who keeps us all honest. He monitors and provides legal opinions to all city departments and arbitrates in law suits against the city.

So there has been a tremendous manpower need in past years. It is a growing and continuing need for well-trained manpower. And I think that's why you are here today, to perhaps get an idea of how you can help us increase the source of trained manpower. For example, in the Police Department jobs are simply becoming too complex to be given to someone who is not well trained. Policemen are charged with the responsibilities to enforce every law in the book. There are thousands of laws with a multitude of interpretive court decisions, and there is a lot of truth to the saying that a policeman must make a decision in a fraction of a second that the courts get years to rule on. In a split second a policeman must exercise his tremendous power of discretion. In a given instant he must choose not only which law to enforce but more importantly he must decide how that law should be enforced. When should a policeman exercise firmness or be gentle? How often must he assume the role of instant psychiatrist? Or how often must he use his awesome

power of authority? These are tough decisions. It should be obvious to you that only the best man possible should be in uniform to make them. I just read a brief passage out of one of our police recruitment brochures that tries to get this point across. We are in fact looking for extremely well-qualified people in our Police Department. You may find that I dwell a little bit more on the police recruitment aspects than general city employment aspects simply because I've been involved with it for three years exclusively. I've got a great wealth of knowledge about how to recruit policemen.

In fact we are looking for the well educated clerk, the knowledgeable carpenter, the well trained engineer – the guy that TRW, IBM, or General Motors is looking for is the same person the city is looking for. We're not looking for the person who wants strictly job security, though we realize we get a lot of people who are interested in security applying to us. We are looking for the well motivated, bright, highly intelligent person that almost every employer is looking for.

Now to visually demonstrate what we do, I'd like to show this movie. It's fairly recent – one week old – and it's been designed as a recruiting device. We intend to take it around and show it to the community, show it to schools, show it where we can. The reason I wanted to show it to you today is simply that it does demonstrate very graphically the wide variety of city job opportunities we have.

(A SOUND TRACK, 15 MINUTES)

This film was completely acted by city employees. Everyone in there – except, of course, the kids who were rolling around on the mat and the rhinoceros – was a city employee, showing the fantastic number of different kinds of opportunities available. Also, the film was produced and directed and written by our staff. It was filmed with the help of a student at Loyola College. So even this kind of thing is available to students.

This year we are faced with the unfamiliar situation of having to reduce our staff. Today's second section of the Times said that in the Department of Water and Power 1,500 workers face layoff; and the other workers who will remain may face the loss of a pay raise that they received in July. Yesterday's headlines in the same section were about the recommendation of the City Administrative Officer to reduce the budget between ten and twenty million dollars, which could mean the layoff of up to 800 people. Obviously, this would affect our hiring situation. The trend this year is down, obviously. The number of policemen, for example, whom we have been hiring at the rate of 1,000 men a year, and attempting to recruit at the rate of 100 men per month for the last three years, has been cut; in April of this year we went down from 100 to hiring only 36. We've been able to hire about 50 a month up until now, our September class has been cancelled entirely, and we are uncertain about hiring in October. So the situation is dim even in this one classification in which we've had almost completely unlimited opportunity and that's policemen.

City labor turnover is down, down 2% this year from last year. And last year it was down from higher years. The economy was affecting us even last year. City population has declined. The county population has declined by about 10,000 people in fiscal year 71. First time in memory. The number of jobs that we've offered this year is down. As a matter of fact, we've had to lay 23 civil engineers off this year. Those of you who are in the college business or who have any contact with us know that in past years, as a matter of fact as recently as two years ago, we were travelling the length and breadth of the United States, visiting universities throughout the country, including Hawaii, to recruit engineers, and now we've had to lay off some of those people we worked so hard to attract.

I've already mentioned the police hiring situation. And the police hiring situation is ironical because finally, at the point when we are able to hire as many people as we want to hire – when we've been trying to hire, as I said, many, many people – the city's well has run dry and we cannot hire anybody.

We're all anticipating, everyone in this room is anticipating the return to prosperity. But certainly for the next 12 months, certainly for the next 24 months, as a practical matter, the city's employment activities will be very, very slow.

In the handouts that I have given you is one called "Weekly Summary of City Job Opportunities," and this sheet is about half filled. A year ago, as early as a year ago, the thing was completely filled and packed. Now we are down to this and just these very few jobs are still open.

The one bright spot in the immediate employment scene is the federally funded Emergency Employment Act, the EEA. It is as recent as a week ago that we got the money. The city will be able to hire somewhere between 1,000 and maybe as many as 3,000 people eventually as a result of this act. However, the act is strictly funded for two years. And I doubt that you as counselors should take too much cognizance of this act because it's strictly a stop-gap measure. Should the economy improve there is no guarantee that Congress will continue to fund the program. I doubt it's something you can use or call a trend, as it's only an emergency employment act.

We do have some student programs and these will probably be continued next year at a somewhat reduced rate. We have student workers from high school to sophomores in college. We have student professional workers who are juniors through graduate students in college. These are full-time summer jobs, and part-time during the rest of the year. If a student wants to continue working during the rest of the year, we do have some jobs available for 20 hours a week.

There are a number of other summer programs, some federally funded. There is a Neighborhood Youth Corps Summer Program; there is a Student Trainee Worker Program. All these have been reduced in scope this year, and probably will be reduced even further next year, but they are available. We do not do much recruiting for these jobs as they are well subscribed already. Some of the people hear about it because they applied last year,

others hear about it because they are related in some way or know somebody who works for the city. But they are available and they will be available probably to some degree next year.

The Police Department also has a Student Worker Program. It is separate from the rest of the student worker programs. It is called Police Student Worker, and is strictly available to people in college and junior college who are interested in Police Science or going into police work. It is a 20 hour a week program during the year and full-time during the summer. We also have another program for the Police Department called Police Cadet. This is for the person who is not a student, has graduated from high school, is not going on to college, and wants to be a policeman. A Police Cadet is a full-time position with a salary of $570 a month. People are hired and put to work in the Department expecting that when they reach their 21st birthday they will become policemen. That's a continuing program and will be available throughout the next year, also.

Although, with the budget situation we face, each year manpower planning becomes more difficult, if not impossible, we'll still continue to need people. We'll continue to require more, better trained people in the areas of computer personnel. The county is going to continue to need the health service personnel, including paramedics, nurses, and doctors. The city will continue to need many more highly educated policemen and will continue to need craftsmen – plumbers, electricians, carpenters, cabinet makers, etc. These are in increasingly short supply and demanding higher and higher wages.

Some of the other trends in public personnel: the city, county, and most agencies are becoming more lenient in accepting applications. We have 80 ex-convicts working for the city. Believe it or not, we are becoming less bureaucratic. We're becoming less rule conscious. Our Civil Service rules have been followed very strictly in past years and we are coming to the point of deviating from some of our rigid requirements and rules. We are, in fact, becoming more individual conscious, evaluating each individual as a separate case. In addition, we are in fact becoming faster. We are able to provide faster service to people who want jobs; though we are nowhere near private industry at this time, we are becoming faster.

There are two other major trends which will probably affect you. You are undoubtedly aware of the trend toward minority recruitment. This is a major trend in this city and I think the county and most other areas. So far, with the city it's been a recruitment effort; an information dissemination effort and we're trying to spread the word. We've got good, well-paying jobs. We feel we have more than just jobs; we feel we have careers. We're trying to get the minority applicant to apply, and not just for the positions in which we have a large number of minorities – some of the unskilled trades and so forth. We'd like to attract college graduates and high school graduates into our higher level jobs. In addition, we might reduce, eliminate, or modify some of our traditional barriers to employment; high school graduation, some of the examinations, and some of the requirements with regard to arrests, etc. These are all being looked at very seriously, and there are a number of recommendations that have been made and a number of things that have been tried, such as the firemen recruitment plan. It was the first major attempt by the city to attract

minorities into any city job classification. It was a directed attempt, it was coordinated, it was an all-out effort. We had a team of three members from the Fire Department and four members from our own personnel department; and we tried to get an ethnic balance in the group. We tried everything we could think of, posters, several news releases; we got 15 local governmental officials and judges to endorse our plan, and we submitted that to the press for their release. We had spot announcements on the radio and TV stations that cater to the minority communities; a number of things were tried for the first time. It was not an attempt to exclude the majority community, but simply a matter of bringing the word about our jobs to the minority community who traditionally never heard about them before. As a matter of fact, our Fire Department has a rather poor reputation in the black community, and we are trying to convince people that they really and truly are wanted, and we very sincerely wanted them to apply. So far the effort, unfortunately, is going to meet with little success because of the budget problems. The Fire Department's budget has been recommended for a cut also. If it is cut, we won't be able to hire anybody, any of the people we have recruited. As a result of all our efforts we had 8,000 people apply for Fireman in a two-month period. About 30% of those were minority applicants, which was much higher than we had ever had in the past. But now we are faced with so few dollars that we won't be able to hire very many of the people at all.

One final significant trend in public employment is the unionization of employees. It's moving ahead. The city has an ordinance; it's been authorized. Different groups are starting to recruit for people. It's moving very slowly; the rank and file of city employees at the moment is in no big hurry. City government has been very paternalistic and the average employee seems fairly well satisfied with his lot. The wages are fairly good, for example, policemen receive $800 to start and all that's required is a high school degree. Of course, higher salaries are available for policemen who have more education. Although the average employee is really not agitating at the moment, this is another trend the city and all governments are moving toward.

So, recapitulating what we have gone over: the current job structure – you've seen all the city jobs we have, and the best trend for the future. The trend right now is more or less static. We are not anticipating any great changes in the next few years. We've also seen that the current hiring level is declining. And we've taken a brief glimpse at some future projections.

YOUTH INVOLVEMENT IN COMMUNITY SERVICE

Mr. Dale Spickler, Director of Associated Students, California State College, Los Angeles

Good morning! The pleasant task before me this morning is to share with you some of the thoughts, ideas, and programs about community service and the potential for getting youth involved. I know that a lot of times counselors in directing people into placement rarely give thought to what can be done in an internship way, in a volunteer sense in community service. In the past decade we have all experienced a proliferation of new community service programs. I think we have all seen them, particularly in the United States. And in fact the only book to which I will refer you this morning that will be of value to you is The College Volunteer, A Guide to Action, Helping to Help Others, published by the national administration under the auspices of VISTA. It is a listing of a number of volunteer programs that are existing on our college campuses and in our communities today.

Before I roll into a couple of things I have to say, let me say what I think a counselor should be, by paraphrasing Al Smith, you know, the defeated candidate for President a number of years ago: "The counselor should be on 'tap' not on 'top'." I think if we keep this in mind as we roll along in advising students, we will be good counselors.

When we speak of a counseling program as a necessity to the school, we naturally speak of the relationships of the students to the school, and to the different parts of the school or college. It would be overly simplistic to put the question of relationship of the students to the school who perform certain duties and who fulfill certain functions for and through the institutions; one of these is counseling and placement. This happens, as you know, because of the roles in which each counselor finds himself, particularly by virtue of the special competencies that you have learned, which you practice, and capacities involved within these roles. The relationship between a counselor and a student is neither that of a buyer to a seller nor that of an apprentice to a master. If it in fact does lend itself to a contractual expression to articles of indenture at all it is a relationship involving trust. These kinds of things you talk about – confidence and love – words which are amorphous – cannot be cast in a legal language. In order to develop or continue an already developed relationship of trust, confidence and love, what are we to do? Be counselors. What must we do as counselors? Now I'll go through a few things that I think we must do to get started, and then I'll get rolling into this community involvement as volunteers.

A counselor must understand the matrix within which he functions and also his counselees, the people who are coming in for placement. He cannot effectively advise using only the book learnin' that we hear so much about. He has to and should have a "people feeling." You have to be people people. You have to answer these questions: Where are students today? How do we communicate with them? What is their milieu? How do they set their goals and what causes them to set their goals? You may recall that our grandfathers and our great-grandfathers were concerned about what I call the

first S in the last 150 years. That first S is Survival. The second S you and I were concerned with when we were in school, and perhaps our parents, was Security. You remember when the Social Security Program started. And the third S, in our list of three S's, is Service. Students today, since the last 10 years or maybe a little before that, are more concerned about service than they are about survival and about security. And I think we can all face this; we have succeeded as a nation in at least allowing ourselves to survive and be secure and now we want to serve; even with the dilemma in which we find ourselves within the world monetary market today.

The kind of service programs that students can participate in exist here at UCLA, they exist at the campus where I presently work, Cal State Los Angeles, and I am sure they exist within your own personal communities and on your own school campuses. And I would like to relate some of them to you, but before I do, let me go back and describe how we can get to know a student and then describe to you a typical Los Angeles volunteer, a person from this area.

To get to know him we have to be able to feel him, sense him and to sense society. We talk about sensitivities to man and his surroundings; they're as important today as throughout history, especially in the history of counseling. If we are not sensitized to our counselees, if we are not sensitized and understand how we are to direct a young man or a young woman in what they want to do, how can we really advise? Sometimes, however, we find our sensitivities sorely lacking. This is particularly evident when we talk about listening. Do we as counselors listen? As a child I recall reading on railroad crossings, and I am sure most of you do, too, the phrase, "railroad crossing, look out for cars." Can you spell it without any r's? Stop, look and listen. We allow ourselves in our busy lives today to stop and look, particularly at television, but rarely do we really allow ourselves to listen, and sometimes I think this is the case in counseling, regretfully. Not only is this the case as we wind our way through the morass of modern life, but it is also true today on our school campuses, particularly sometimes with some of our faculty and our administrators. Even though there are sounds, thousands of sounds around us today, we simply do not listen as a major society. Folk singers Simon and Garfunkle's lament of people hearing without listening is a rotten reality; what do we do? I say we involve youth in community service, then we can help listen.

Youth involvement, as we know it today, promises to make leaders of the future and we can do it in volunteer programs. Even though youth involvement has become more universal, more youth are participating and are therefore supposedly more able to cope with the problems of the world. The world is getting closer to destruction simply because we fail to listen. If we are blown up in a mushroom cloud of an atomic disaster or if we die in a race riot because of hate-mongering action, there is not much future to this thing we call youth involvement in community service. I think, therefore, that the necessity of self-identification and communication – understanding, knowing your student is more vital today than it ever was before. Counselors do listen, thank God. And they offer a great opportunity for all of education – secondary and also at the college and university level – to listen to the creative, innovative and imaginative programs being developed today, particularly in community service. Please listen now as I describe that young man I talked to you about who is a typical volunteer.

Peter, a 17-year-old scholarship recipient, lives in Los Angeles, has just completed three years in high school. He has an interest in the behavioral sciences, he wants to know what makes man tick, he wants to know what he feels and why he feels it. Friends view Peter not as a bottle to be filled with knowledge but rather as a candle to be set afire and Peter continues to be ignited. He is critical of his parents, his school and the status quo society in which he lives. He is intolerant of racial discrimination, he doesn't believe in war and wonders whether or not he will have to go to war after graduation and be forced to kill people with whom he has no quarrel. He wants to eliminate poverty in the ghettos, to get rid of the bomb and be a moving force in his own community. His feeling about the business world at times could be considered apathetic, but his concern for the continuation of society within a sound business world is far from apathetic. Peter wants a voice in the affairs of his school and particularly in the affairs of community service. Do you recognize this young man? Have you seen him? I am sure all of us have. And I hope that you would agree with me that he is a pretty typical example of the kind of young man and young woman who are passing our doors today. Let me read something to you, you have all heard it before but I'll read it to you again. "Youth is disintegrating; the youngsters of the land have a disrespect for their elders and a contempt for authority in every form. Vandalism is rife and crime of all kinds is rampant among our people. The nation is in peril." That was written 4000 years ago; I am sure you have heard it read before.

Fifteen hundred years later, "They," speaking of youth, "have bad manners, a contempt for authority, a disrespect for their elders and they like to talk instead of work. They contradict their parents, chatter before company, gobble up everything at the table and tyrannize their teachers." Socrates. It's interesting, I like to read it every now and then when I talk about trying to understand youth. What do we do about it? Well, I think one of the things we do is find out, first, that youth really have not changed in thousands of years, not really. And what are the programs in which they are now interested? What approaches should we take in getting them involved in community organizations, the kind of thing I came here to talk to you about? But every time I talk to counselors and school administrators and educators I like to spew a little of my philosophy at them because I believe in it and I think if anybody is going to change our world, we as counselors and educators can do it.

Number one: What might we do? Communicate. Number two: Understand the milieu, the total milieu in which the counselee, the student, functions. Number three: Set goals with him. And number four: Probably most importantly, after he has reached these goals, set new achievable goals for him. Four very basic things: communicate, understand the milieu, set goals and set new goals.

Communication: How many of us really understand the language of youth today? Let me read a few words to you then go back and read you the definitions of them that we put together in a handbook for practical approaches to working with youth in a recreational setting here in Los Angeles at the Recreation and Youth Services Planning Council. About 35 of us put this book together; if you are interested in it it is available to you. Let me read

these words to you, see if you understand them. I'm only going to read a few of about 200 here: ball, bogart, bomb, boss, cat, cheesepoints, crib, dig, funky, hawk, heavy – these words mean something to you? – make it, rip off, shine me on, spaced, together, trim. You know what all these words mean, do all of you know what all of these words mean? I'll read through with you, they are not yet in print, but I'll read them to you as I go all the way through.

bogart – hoarding the marijuana cigarette, not passing it on to others in a crowd

ball – sexual intercourse

bomb – powerful or potent marijuana

boss – great, wonderful

cat – boy or a man

cheesepoints – kiss-ups, brownie points, bootlicking activities or attitudes

crib – house, home, where one lives

dig – understand, dig it

funky – good, great

hawk – to spit

heavy – good, important, means a lot

make it – to go home, or to leave

rip-off – steal

shine me on – tell me some more lies, or consider me as an inconsequential

spaced – unable to concentrate, mentally drifting, perhaps on drugs

together – organized, knowing where you are

trim – sexual intercourse

These words, of which I only read you a few, are the kind of language that youth use today. It changes, we all know it, and we as counselors should not necessarily use it unless we feel comfortable with it, but by golly we better understand it, because when we are hearing them talk we should know where they are. Communicate, so let's first get our language, know how to communicate.

Secondly, understand the milieu. Do you really know from where your students are coming? Do you know from which communities they come? Do you understand their famiiy backgrounds? These kinds of things are very hard for counselors to do sometimes. Sometimes it requires going out and getting yourselves involved, getting yourselves going on something, working in the community and, quite frankly, the reason that I personally am involved in volunteer efforts, particularly with youth, is because it helps me in my profession. It helps me understand what I'm doing and I think that it gives me an understanding of what the young men and women are doing. Our present students, the ones we are counseling today, were born and raised during a period of tremendous change and instability. They feel alienated from society and, as you know, express this alienation by homage to alcohol, sex, pot, drugs and also a dropout movement, regretfully. Yet our campuses

remain extremely serious and competitive, and this is something that we must remember. Even though it looks to us as counselors that the milieu in which the students are functioning is a lot of fun and games, it's a very serious business now, even more serious than it was before.

I recall while working here at UCLA that I worked in the program and activities here, went to school as a student here, and was involved in homecoming parades and pantyraids at that time. But we don't do that anymore; the students today on this campus are concerned about the community in which they live and what they can do to help that community. You have a great opportunity with this kind of milieu to advise these students how to get out there and get into these programs if you know what the programs are. This is what you have to do, find out, set your goals. Goal setting was a very interesting task for me as I worked here because I worked through the change in attitude of homecoming parades and pantyraids to working in VISTA and Peace Corps and in a program that's very, very near and dear to my heart, a program we call Project AMIGOS. A young student came into my office over in Kirkoff Hall here on campus, some 12 years ago now, and said, "Dale, I would like to go down to Tijuana and work with the people down there." And I said, "Well, gosh, what do you want to do that for? We have all kinds of things here, we have our UNICAMP program working with our students here." He said, "Oh, I wanna do it. I think I can do it." I said, "How in the heck are you going to work it out? What do you want to do?" "Well, I would like to teach them a few things about health involvement, like to teach them a little language if I can and I would like to work in the community with them and also find out something about them because I think I can help them." This program started because this young man had a great amount of spirit. Today, the program is existent on a number of campuses here in Southern California. Students go down there, volunteer their own time, work with the community. There are 13 colonies in the outlying areas of Tijuana and I don't know whether many of you have been down there or not but some of these colonies are absolute hovels, some of the worst hovels I have ever seen in my life, no water, no sanitary facilities of any kind, on tops of hills, living in cardboard houses with the animals and everybody living together in one eight by ten room. You can't believe the conditions there. But these young men and women who had spirit in community service went down there, worked in Project AMIGOS themselves, built three buildings by taking lumber in their cars out in the little communities, and got themselves involved to such a point that they now have helped Tijuana. And if you have been down there recently, the whole – it's not just because of Project AMIGOS, certainly – but the whole Tijuana program is a different thing because these people were involved and many of these people, by the way, with whom I'm still in touch are still participating in community programs, are still working as teachers or counselors and look back at this experience as one of the most rewarding things in their whole educational life. The program that exists here at UCLA also was somewhat of a forerunner to the EPIC Program, Educational Participation in Communities. It started because students were concerned about what's happening in communities, they wanted to go out and tutor. A couple of the young people who worked in that program are now counselors, directors of student activities and administrators at some of our junior colleges and high

schools in the Los Angeles area today. Some of them even went to law school, did not practice law, and came back into it because they like it so much. So they were allowed an exposure to a job experience for which they didn't get any pay that determined their life's profession.

So help them set their goals. Simple, achievable goals. Number three and four: After the goals are reached help them to set new ones. And this particular one is very near and dear to my heart. A young man with whom I worked nine years ago is a Red Cross youth volunteer who at that time had been married about four years and was a student at Cal State Los Angeles, working part-time and also working as a volunteer in the Red Cross youth program on the Bloodmobiles in the hospitals, and putting together all kinds of programs and cleaning up the community. He was an ecologist before ecology even became popular. He set a program to plant trees on the denuded hills of Malibu after a fire nine years ago, when it wasn't even popular to do that. But nowadays, for gosh sakes, you get your picture in the paper but he never got his in the paper. This young man continued working with his exposure to Red Cross, became the Program Director of the Los Angeles Times Boys' Club, just graduated last year from Cal State L.A. and was just recently appointed as a Director of Red Cross Youth at a salary that would astound you, because he was involved, he wanted to get involved and this is a very practical kind of thing; this young man, because of his voluntary experience, changed his whole approach to where he was going.

Set new goals. Another new goal we set is the Special Olympics Program: Volunteers working with the mentally retarded in a Special Olympics Program; helping them achieve something they can do physically because they can't do it mentally. We all know that you get much more reward and much greater learning experience from success than failure. These young men and women who are working in the Special Olympics Program are setting themselves new goals. They happen to be with Red Cross and I would like to share with you just one little thing that happened here at UCLA in which we were heavily involved with Red Cross. We hosted some 1400 mentally retarded children here on the track stadium last July for three days. The program was a regular Olympiad; running, jumping, tossing baseballs and the whole thing. This particular Special Olympics Program was the third program that we have had. We are planning to have the international one here next year if we can get the Kennedy Foundation, originators of the idea, to accept it here. The point, however, is, the Red Cross Youth people, the students who were involved in these youth programs, needed to set new goals; so we said, "Hey, let's tie your wagon to the Special Olympics Program. These were 650 high school and college age students from the Los Angeles area out here working with these people on those three days. An achievable goal; an immediate goal. They are now setting themselves a goal in the Special Olympics Program to involve an additional 40%, although regretfully, we don't involve as many mentally retarded in our programs as we should.

To review for you: communicate, understand the milieu, set your goals and after you have achieved them set new goals that are also achievable. Don't be like the second frog in the bucket of milk. One paddled around and built a pad of butter and survived. The other sank doing nothing and drowned. Even though we find ourselves immersed in a bucket of milk we can't understand,

for God's sake, let's thrash around. Let's not drown. Let's survive in this beautiful world. And let me close with a few lines from a poem that I love very dearly that describes the world as I know it, and I hope you as counselors feel it. "Creation," by a black poet, James Weldon Johnson.

> "And God stepped out on space, and He looked around and said,
> 'I'm lonely, I'll make me a world.' And far as God could see
> Darkness covered everything. Blacker than a hundred midnights
> Down in a cypress swamp. Then God smiled and the light broke
> And the darkness rolled up on one side and the light stood shining
> On the other, and God said, 'That's good'; then God reached out and
> Took the light in His hands, and rolled the light around in His hands
> Until He made the sun, and He set that sun ablazin' in the heavens,
> And the light that was left from making the sun God gathered up in a
> Shining ball and flung it against the darkness. Spangling the night
> With the moon and the stars. Then down between the darkness and the
> Light He hurled the world. And God said, 'That's good.'"

Thank you very much.

HOW TO GET YOUTH INVOLVED

Panel Members: Craig Fuller, Co-chairman of UCLA's Government Internship Program: Eddie Bankston and Tony Ruic, Assistant Directors of Educational Participation in Committees, California State College, Los Angeles.

This year the Government Internship Program here at UCLA has shown considerable progress. We started with more than 80 job descriptions. In February, a committee of three went on a recruiting trip to Washington, D.C. and to Sacramento and met with each of the persons who had offered the positions. We discussed the role of an intern and what the job might entail if an intern was placed in that office. On our return we wrote the job descriptions and sent them to over one hundred applicants. Thirty percent of the jobs were salaried. We interviewed and tried to match the applicants with the position they were interested in but the final decision was made by the employer. Generally we sent two or three applications to each employer who offered a job.

The goal of the program is to provide an educational experience to a student intern studying government administration. The program sells very well on those merits. A 12 week period, however, is not long enough for a person to really be made a part of the staff, at least that was the outlook of most employers. However, it's a tremendous shot in the arm for anybody interested in government. Students were involved in urban planning, law, political science, economics, biological science, environmental health science, and some work at the Air Resources Board. Each position was a little different. There were about 20 interns in legislative offices and about 20 in various departments. I hope that the Community College Chancellor's Office or individual colleges will provide some sort of internship program because that environment can provide so many things to the student who is studying and following an academic pursuit and questioning what kind of job or career he would like to go into.

People in Sacramento have amazed me. Most have very deep interest in government and are willing to help students. I was involved in legislation but I went to each division in General Services – that's the business arm of the government and provides service to all of the other departments – so that I could explore that area of the state government. I could actually explore any area that I chose to. Most of all the interns had a position where they could go out and explore the areas they chose to as well as working in their jobs.

In terms of career ideas the Personnel Board has been extremely helpful to us in expanding our efforts for an internship program on a local, county, or state level. Personnel Boards are usually extremely interested because for them it's one of the largest recruiting programs they could have. The Department of Finance has the highest record for hiring; they hire as full-time employees about three out of every five interns they take, and they take a good number of them.

I think that the experience and exposure to government agencies provides a form of job counseling itself. For many students it substantiates or eliminates ideas they have about careers. Even if they are not interested

in a career in state government, the departments where they observe and work are an on-the-job experience relevant to many majors. Five graduate interns have been offered full-time jobs so they will not be returning to UCLA this fall.

The planning and the setting up of the program was not at all difficult. It involved letter writing and soliciting applicants. This year we hope to start a local program. The cities, as well as the state and federal government, are extremely interested in interns. It is amazing how the idea has caught on. We have a contact with the Lieutenant Governor's office. They call an intern coordinator in Los Angeles and say, "We would like to place a California student in the city of New York, as an intern, can you submit names?" This is what we hope to increase next year, plus increasing the summer internships.

Academic credit is important to the students and to the extent that it can be provided, it is a tremendous aid to any internship or community involvement program. And I think it is very justified. I have been here two years majoring in Political Science and will probably bring back a great deal of understanding to any class I take in Political Science now that I've been in state government – certainly any state level government class. The experience puts many things in perspective, not only academically, but politically and socially as well. It has given me an insight that I could'nt get by attending class and it allows me to get more out of my classes. I think the projects that the students have become involved in are substantial. Many of them are more substantial, more rewarding to the students, than anything they will do in a classroom. And I think for that reason that academic credits for these experiences should certainly be granted. Part of the reason the internship program is growing is because it involves areas students would like to direct their education toward. Every year we receive more and more applications for the internship program. We've received more job offers in Sacramento and in Washington because the employers are satisfied and they are being encouraged to ask for interns. And we are receiving more applicants because the students recognize this as an extremely valuable experience to them. Also, there are very few summer jobs that a student could have that would provide him with this much depth of experience in his own field.

Eddie Bankston and Tony Ruic, Assistant Directors of Educational Participation in Communities, California State College, L. A.

As an introduction into our discussion on the EPIC program we would like to show a brief film which basically outlines the school where this program exists; and it's very important that a school is flexible enough to allow our program to do the things that it has to to work effectively. (Film)

The program started on a very small level in that there were five staff members and approximately 10 to 20 volunteers per quarter. Within the last year, however, the EPIC program has been averaging approximately 450 to 500 student volunteers per quarter, which is on a four quarter basis, and has a staff of 33 coordinators, that's 33 members of the administrative staff. It started out with approximately five community agencies and now we are working with approximately 33 community agencies. EPIC stands for

Educational Participation in the Community. We are presently expanding the program; starting this fall we will have EPIC programs at five colleges in the Los Angeles area including Los Angeles-San Fernando Valley.

There is a component in the program that deals with availing to college students academic credit through a #499, Independent Studies, course. We also have our own course now which is a #395. So college students may receive as much as four units of credit per quarter through working in the EPIC program. We feel this is an innovative feature.

Mr. Ruic: I would like to tell about the history of the EPIC program. Cal State is located basically in a Mexican-American community out in the East Los Angeles area and also close enough to the south central area and students from Dominguez Hills and that area and Long Beach. One basic realization was the fact that there was a drastic need for change in these somewhat different communities, specifically the East Los Angeles and the south central one. 1966 was a big year for the realization that there was some need for changes, the need to change some of the frustrations people had. And there were a lot of students who wanted to provide some assistance. Students of every ethnic background were interested in helping out somehow.

EPIC was generated because of this; trying to channel those energies and interests that those students had back into the communities. I know Eddy has had extensive experience in the community. I'm a senior; I'm 28 years old. I just returned back to school after seven years working with five different community programs, specifically because I realized that I didn't have the traditional certification that was needed to gain any type of valuable employment or experience that would give me those tools I needed. Well, that's even questionable, because there are a lot of people out in the community that have the tools and have the expertise to deal with the specific problems but they don't get involved. Cal State has an average age of approximately 27 years. Students who haven't had the opportunity to get into school directly from high school have had to go on to the community – basically to gain employment because there is an economic problem there – and have been able to rustle up some money and then have gone back to school. The structure of EPIC consists basically of a director, a gentleman by the name of Joe Dumassa, who has done some fantastic things with the program. In the two years time that he has been there the program has developed from a minimal program to a 500-volunteer-a-quarter program. There are two Assistant Directors, Eddy and myself; Eddy is in charge of the programs or spearheads the programs in the south central area, and I in the East Los Angeles area. We have a slew of coordinators who are basically interested in trying to assist wherever possible, and I think specifically that's been the success of EPIC, and the success of the volunteer program on campus. We have students who are realistic of the needs out in the community and want to channel whatever they can back out to the community.

Mr. Bankston: I kind of enjoy talking about the structure because I feel like it's such a unique thing, in that we have approximately 33 people on the staff. They are from all kinds of backgrounds, all kinds of experience, and all 33 are headed toward the same goal. Although different personalities, totally, we are able to get together and do the things that we feel need to be done. We work with two different areas; I work with South Central L.A., which is

predominately a Chicano community. We have our own things going but we are still able to sit down and talk and work together about things that are working in south central which probably might work in East L.A. – we discuss that, or vice versa. So I think, like Tony says, success of the program is really inherent within the structure because there is so much flexibility and we are not really locked into doing things directly the way other people feel that they should be done. We have a lot of say so, a lot of ownership, which is really an important thing in the program. That is evident in that it's kind of a historical thing that once you become a member of the EPIC staff your grade point average shoots down about three or four points, but it's all worth it. Sometimes you wonder whether it's all worth it, but it really is.

The important fact about the program is that it gives students who see things that need to be done a direction in which to do them. Our programs cover the total spectrum of community involvement; not just a tutorial program or counseling program, but tutorial counseling, rehabilitation, mental health centers, recreation; everything that you can think of related to the needs of a minority community. We are involved at some level or another with needs, not needs that we've defined, but needs the community defines. How does it work? Generally, we are contacted by a community agency, they define their particular needs and then we discuss whether or not we can fulfill those needs. It is not a situation where we feel that we are missionaries and we know the best way to handle things in a community no matter what our experiences are, it's a situation where we feel the community is better able to define what they need and what they want. We are just there to facilitate ways of meeting those particular needs.

Mr. Ruic: I think an important thing is, too, we maintain not only our responsibility to the community, but we are also committed to offer the students the most viable experience possible. We mentioned some internships. We have students out in communities who are in their senior year, working as accountants of community agencies. We have students from the school of psychology who are working on group therapy with mental health patients. We are offering these people an experience, a valuable experience that they, in essence, can take with them once they graduate. The majority of college students complete school, a Masters Program and even go on to a Ph.D., with few if any outside job experiences allowed. And I would say that the majority of the people need this type of experience. Our students do a fantastic job. There is a degree of dedication from each volunteer that is different; some really go out and really accelerate; some do it at their own pace. Those who do a great job get a letter of recommendation from the agency for having done a good job, a professional job for their agency. Many of our students have gained permanent employment from these letters and from the positive responses they've gained from different agencies out in the community. I think this is very important.

CONFERENCE EVALUATION

Donald R. Gerth, Vice President, Academic Affairs Chico State College

Participation

The conference was planned for a number of participants approaching one hundred. Perhaps the only real disappointment about the conference expressed by the coordinators was the number of participants, between 30 and 40. The relative shortness of time between the announcement of the conference and its start (this was commented about in the evaluations of a number of the participants), the closeness to the opening of the 1971-72 school year, and possibly the uncertain impact of the national "freeze" on the economy may be factors related to attendance.

Quality

The quality of the conference was perceived almost uniformly as high by the participants. There were a few uneven spots, as noted in the evaluation reports, but on the whole quality was perceived as high and as a result of careful conference planning. With only one or two exceptions, every individual on the program was singled out by a significant number of participants as being a part of an important learning experience.

Pace

The conference began with a Sunday evening informal registration hour; a following formal presentation and 4½ days of intensive activity ensued. General participant reactions were several. The almost "headiness" of the conference substance gave rise to a feeling of intenseness as reported by the participants. The schedule was full, the week was crowded. Planned, structured time for informal exchanges among participants would have been desirable, especially given the personal reactions many participants had to the program and to its relation to social change. A schedule including morning trips to community groups followed by afternoon speakers and discussions was suggested by many participants.

Two important substantive points emerge in the evaluation. The final day evaluation form recited the objectives of the conference, stated in behavioral terms. Several participants noted that they would have been well served had these been stated at the beginning of the conference. And almost all participants felt a need for written or printed materials to take home to use as a base from which they might move in introducing new ideas and issues to their colleges or schools. Copies of some speeches, statistics, background information – all would be helpful.

Relatedness

Did this conference have to do with real issues in community colleges, secondary schools, and society at large? The evaluations suggest an overwhelming "yes" answer. The need for more information, noted above, is one

dimension. A need to know not only about public service careers in the future, but jobs now, is another dimension. The considerable lack of meaningful and comprehensive information among the participants reported by them at the beginning of the conference is yet another.

Evaluation

The evaluation of the conference began before the conference proper in meetings with the coordinators and the design of daily evaluation forms to be used by all participants. Copies of these are attached. These were commented upon by the evaluator at the first conference meeting, and thereafter collected through the week. The evaluations have been read and combed for suggestions. The evaluations are still available.

Recommendations

1. In comparable conference situations, the planned behavioral objectives should be made explicit at the beginning of the conference; they can then become a part of an individual participant definition of the learning process.
2. The need for additional information about the public service among community college and secondary school personnel is substantial. Strategies to be developed might include:
   a. Additional conferences of this type.
   b. Development of community college and secondary school curricula to emphasize public service education. This might well be a project for a group.
   c. Utilization of video and cassette materials (including materials from this conference) for in-service training programs in community colleges and secondary schools.

CONFERENCE ON EDUCATION AND THE PUBLIC SERVICE

Evaluation – August 22 – Sunday August 23 – Monday

1. Comment on the several portions of the program. What of value to you did you acquire?

   a. Hamilton – The Public Service – An Overview

   b. Sarvis – Federal Public Service Opportunities

   c. Engelbert – Trends, Issues & Internships in Federal Service

   d. Lundin – The State Public Service Scene

2. What are the strengths and weaknesses of today's program? Does it help you?

3. Other Comments:

4. Check:

   Community College Counselor ___
   Community College Teacher ___
   Secondary School Counselor ___
   Secondary School Teacher ___
   Other: ___

CONFERENCE ON EDUCATION AND THE PUBLIC SERVICE

Evaluation – August 24 – Tuesday

1. Comment on the several portions of the program. What of value to you did you acquire?

   a. A dialog with the Feds

   b. Tour of Defense Contract Administration Services

2. What are the strengths and weaknesses of today's program? Does it help you?

3. Other Comments:

3. Check:

   Community College Counselor ___
   Community College Teacher ___
   Secondary School Counselor ___
   Secondary School Teacher ___
   Other: ___

CONFERENCE ON EDUCATION AND THE PUBLIC SERVICE

Evaluation – August 25 – Wednesday

1. Comment on the several portions of the program. What of value to you did you acquire?

   a. Brighouse – Local Opportunities and Trends

   b. Patterson – Current Trends in the City of Los Angeles Employment Picture

   c. Tour of Santa Monica City Offices

2. What are the strengths and weaknesses of today's program? Does it help you?

3. Other Comments:

4. Check:

   Community College Counselor ___
   Community College Teacher ___
   Secondary School Counselor ___
   Secondary School Teacher ___
   Other: ___

CONFERENCE ON EDUCATION AND THE PUBLIC SERVICE

Evaluation – August 26 – Thursday

1. Comment on the several portions of the program. What of value to you did you acquire?

   a. Speckler – Youth Involvement in Community Service

   b. Hallberg – How to Get Youth Involved

   c. Tour of Community Involvement Centers

2. What are the strengths and weaknesses of today's program? Does it help you?

3. Other Comments:

4. Check:

   Community College Counselor ___
   Community College Teacher ___
   Secondary School Counselor ___
   Secondary School Teacher ___
   Other: ___

CONFERENCE ON EDUCATION AND THE PUBLIC SERVICE

Final Evaluation – August 27, 1971

The objectives of this conference, stated in behavioral terms, for the participants are capacities to:

1. Describe to a counselee the field of public service and at least 20 of its dimensions.
2. Direct a counselee to at least 10 existing specific public service opportunities.
3. Design a community involvement program for college, secondary schools, and public agencies (including recruitment, placement, and agency coordination).
4. Describe various models of paraprofessional training that may be utilized in the public service, including the recognition of 10 problems and issues in the use of paraprofessionals.

A. Did the conference meet these objectives for you? How? Comments.

1.

2.

3.

4.

B. Did the conference meet other objectives for you? What other objectives? How?

C. Comment on the strengths and weaknesses of the conference. Suggest improvements.